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ABSTRACT

The focus and purpose of this study are two-fold: (1) to assess, by means of an evaluation questionnaire, the academic quality of and satisfaction with correspondence study programs--causes, instructions, and administrative staff--as perceived by the students who enroll in and complete courses offered by them; and (2) to examine the population itself in terms of who enrolls in independent study courses and connections between various demographic factors such as age, sex, and marital status. Data were taken from a representative sample-in-time drawn from independent study students completing courses at nine midwestern and southeastern universities between December 1978 and April 1979. Among the results reported are: the majority of students rated their courses very good for academic quality; students were satisfied with teacher-student communication; no significant connection surfaced on demographic characteristics; and students reported willingness to take more independent study courses. An identified weakness was lack of active involvement and cooperation of college and university administrators in correspondence study; most students learned of the courses through other students. Appendices include: aggregate results; statistical tables; results of questions on administrative matters; and an evaluative questionnaire and a student data sheet. (LC)

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STUDENT PERCEPTIONS OF INSTRUCTIONAL QUALITY OF CORRESPONDENCE STUDY COURSES

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REGULATIONS
INDEPENDENT STUDY PROGRAM

Assignments

1. Send in assignments for grading as soon as they are completed.
2. Instructions pertaining to the submission of assignments are generally listed in the introduction to the course by the course author. If no such instructions exist, please follow the general instructions provided with the course (last 4 pages in this booklet).
3. You may submit for grading no more than four (4) assignments per week for a college credit course and no more than two (2) per week for a high school course. A week is considered to be any seven (7) day period. Exceptions to this rule require the permission of your instructor and the Director of the Independent Study Program.

Exams

1. The exam request form and regulations pertaining to the administration of exams are attached as a portion of this study guide (last 4 pages in this booklet).
2. You do not need to submit the exam request form if you plan to write your examination in the U.K. Independent Study Program Office. You may begin work on an exam in the U.K. office between the hours of 8:00 a.m.—2:30 p.m., Monday through Friday, except for days when the entire University is closed.

Load

1. Generally, a student will not be permitted to enroll for more than two courses at any one time.
2. An independent study course counts on the load a student is carrying until it is completed, officially suspended, or canceled.
3. Students of other institutions should follow the regulations of their own institution regarding instruction by independent study.

Time Allowed

1. The minimum time for the completion of a three-hour course is seven weeks; a two hour course, five weeks; a four-hour course, ten weeks; and a five-hour course, twelve weeks.
2. The minimum time for the completion of a one-half unit high school course is nine weeks.
3. The maximum time for the completion of any course is one year from the date of enrollment, including the writing of the final examination.
4. **Time extensions are not granted.**

Transfers

1. A student may transfer from one independent study course to another provided request is made at least eight weeks before expiration of the enrollment period. High school students must allow at least nine weeks.
2. When a transfer is granted, the second course must be completed within a year from the original enrollment date. Only one transfer will be granted for each initial registration.

Refunds

Refund of fees for an independent study course, if requested, will be made in compliance with the following terms:

Withdrawal During	Percent Refund
First Month	75%
Second Month	50%
Third Month	25%
After Third Month	No Refund

The $2.00 service charge is non-refundable. The refund entitlement will be reduced by $2.00 for each lesson submitted and evaluated for the course.

Textbooks

Textbooks can be purchased from the University Book Store. The titles of texts and references are listed immediately following the description for each course.

Upon the completion of a course, textbooks may be returned to the University Book Store for purchase, provided they are still in use at the time of their return. All inquiries concerning textbooks should be directed to: Manager, University Book Store, University of Kentucky, Lexington, Kentucky 40506.

STUDENT PERCEPTIONS OF INSTRUCTIONAL QUALITY OF CORRESPONDENCE STUDY COURSES: Report of a Nine School Comparative Study

By

Theo. R. Leverenz

University of Kentucky
Independent Study Program
Lexington, Kentucky

1979

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TABLE OF CONTENTS

INTRODUCTION and PURPOSE 1

METHODOLOGY. 3

RESULTS and DISCUSSION 4

RESULTS and DISCUSSION (Selected Evaluation Items). . . 7

CONCLUSION 11

APPENDIX I: Aggregate Results 13

Parts A through G (Demographic Data). 14

Part H (Evaluation Data). 26

APPENDIX II: Statistical Tables 52

APPENDIX III: Results of Questions on Administrative Matters 98

APPENDIX IV: Evaluation Questionnaire and Student Data Sheet 100

REFERENCES 105

INTRODUCTION

and

PURPOSE

A little over ten years ago, O. MacKenzie (1968) estimated that over a quarter of a million students enrolled annually in correspondence study courses offered by colleges and universities in the United States. By most, more recent estimates, that number has grown drastically in the last decade.

It is not the intent of this report to debate extensively the pros and cons of correspondence instruction; to do so would be beyond the scope of this paper. However, any educational program enrolling this number of students deserves more than passing attention. Yet, according to Charles Reedy (1971):

> a comprehensive survey of related publications reveals that no articles concerning correspondence study have been published in authoritative journals since 1963. Only one major book on the subject has appeared in print in nearly thirty years and its authors concern themselves equally with commercial enterprizes, not just accredited institutions of higher education . . . Thus, distribution of information relevant to correspondence instruction and the students it attracts has been restricted to occasional articles in adult education journals, to the recently discontinued National Home Study Council publication Home Study Review, and to the various organs of the correspondence study division of the National University Extension Association (p. 2).

What has suffered perhaps the most serious neglect have been attempts to evaluate the pedogogical, educational, and academic

soundness of correspondence programs. Most studies that have been undertaken in an effort to determine the quality of correspondence study have relied on standardized tests and assessments of later educational achievement. Childs (1966) concludes, however, after an extensive examination of what little research exists, that "we may be certain that correspondence instruction does an excellent job of subject matter instruction" (p. 132).

Reedy (1971) observed no general agreement on the criteria for evaluation of correspondence instruction, a reasonable explanation for the absence of serious investigation in this area, and compares the problem with that of selecting a physician most likely to help the patient get well. Writes Reedy:

> The cure rate is not an accurate index because some specialists treat only patients who are already beyond treatment by a general practitioner. The issue is further confused in the case of teaching because of the lack of agreement on what constitutes the best educational situation for the individual. (p. 6)

For several reasons, it seemed appropriate that students be given an opportunity to express their views concerning the quality of instruction they receive from their correspondence courses. First, there is no "generally accepted" criteria that precludes taking this approach. Second, the majority of earlier studies have focused on the program, the institution, or the course content, and not on the student. Finally, students are the ones who obviously benefit--or should--from educational activities and therefore present themselves as a primary source of information relative to program evaluation.

The focus and purpose of this study was two-fold. First and

foremost the concern was to assess, by means of an evaluation questionnaire, the academic quality of and satisfaction with correspondence study programs--courses, instructors, and administrative staff--as perceived by the students who enroll in and complete courses offered by them.

Of ancillary interest was the population itself. Who enrolls in independent study courses? And what is the connection, if any, between various demographic factors such as age, sex, marital status and the like, and the way students perceive these courses?

METHODOLOGY

The data for this study were taken from a respresentative sample-in-time drawn from independent study students completing courses at nine midwestern and southeastern universities between December, 1978 and April, 1979.

The selected sample was stratified into on-campus and off-campus groups. Operationally, campus location was defined by the location to which the final examination was sent. If, for example, the examination was sent to a site other than the campus offering the student's course, that student was considered "off-campus." Conversely, if the examination was given on the same campus as that offering the student's course, the student was defined as "on-campus."

This definition was based on the assumption that if a student was near enough to take traditional courses on a campus, he would not be likely to request that his examination be sent elsewhere. Those students not able to attent traditional classes, would be

more likely to make such a request. Each type of student was classified accordingly.

Past enrollment data suggested that roughly two-thirds of those taking correspondence courses are on-campus as defined above. For this reason, the sample was proportionally allocated between the two strata.

Each program director at the nine participating institutions was sent a total of 45 evaluation questionnaires and student data sheets (see Appendix IV) with instructions to distribute them to the next 30 on-campus and 15 off-campus students to take final examinations. A total of 405 questionnaires and data sheets were sent out; 316 were returned for a response rate of 78%.

Fifteen items from the evaluation questionnaire were selected from various areas. These items included one general evaluation question, two questions concerning instructional methods, two relating to course testing procedures, four evaluating instructors, four covering course content, and two asking students about administrative staff assistance, and how they learned of the independent study program at their school.

Where statistical tests were performed, a .05 significance level was used. If significance was found, a further check was made at the .01 level. The most significant level has been noted where significance was found.

RESULTS and DISCUSSION

According to Heimstra (1976), Tough (1978), and Penland (1978),

students involved in educational activities through university extensions, of which independent study programs are usually a part, are most frequently between the ages of 25 and 40. In a study specifically dealing with independent study programs, Powell (1966) showed that half the correspondence study students at the University of Georgia were under the ages of 22. And at the University of Nevada, Donehower (1968) found that the majority of students were under the age of 30.

As shown in Appendix I-A, the data of this study tend to corroborate these findings. Almost 40% were between 25 and 40 years of age. Over 30% or almost one third were between the ages of 21 and 22.

Campus location revealed significant differences relative to age (Table 3). On-campus students were most frequently 21-22 years old with the next most frequent age group being the 25-34 year-olds. Off-campus students more closely resembled the population described by Heimstra, Tough, and Penland. Students defined as off-campus were most frequently between 25 and 34 years old with the next most frequent age group being those over 34. Off-campus students, then tend to be older.

The proportion of males and females in the sample were not statistically equal with the greater number of respondents being female (Appendix I-B). The data further showed that while both sexes are most frequently in the 21-22 or 25-34 age groups, males more frequently populate the older group (Table 1).

One surprise the study produced concerned the marital status of the students. Off-campus students were more often married than

on-campus students. These results were intuitively expected. Contrary to our expectations, however, when the sample was viewed as a whole, singles outnumbered marrieds (Table 9 and Appendix I-B).

The most likely explanation for this may lie in the weighting scheme used. Yet it is none-the-less apparent that, based on the sample drawn for this study, most students served by independent study programs are unmarried.

A further surprise was found in the data relating to the employment status of independent study students (Table 10). On-campus students most frequently were employed less than 20 hours per week, a frequency not unexpected. However, the data showed that off-campus students, too, most frequently work less than 20 hours per week, almost twice as many as work 21-40 or over 40 hours per week.

Seniors were found to comprise the greatest part of the sample. The data revealed that the number of seniors was significantly high for both on- and off-campus students (Table 8). No difference was found in college classification relative to sex (Table 7).

Finally, as shown in Table 2, older students tended to be enrolled part-time, younger students full-time.

In summary, then, one can describe the "typical" independent study student as female, 21-34 years old, a senior in college, single, employed and enrolled on a part-time basis, and intending to apply her credits toward a degree (Cf. Appendix I-D and I-E). Sex, marital status, campus location, and college classification were statistically independent (Tables 4, 5, and 7).

RESULTS and DISCUSSION

(Cont'd)

Selected Evaluation Items
(Table 16)

ITEM 1

Our question asking students to rate the overall quality of their courses yielded encouraging results. The greatest number of respondents (127 or 41.6%) rated the courses "Very Good"; a total of 181 or 59.3% rated the courses "Very Good" or "Excellent." Only a small number (35 or 11.5%) rated their courses as only "Fair" or "Poor." The overall ratings, then, were quite high.

ITEM 2

There is often a concern about the possibility that correspondence students, particularly those taking courses away from a college campus, do not have access to resources necessary for getting the most out of their courses. Such concern is apparently unfounded.

While 65 (25.2%) had "No Opinion" on the matter, 91 (35.3%) generally agreed and 68 (26.4%) strongly agreed that necessary reference material was generally available.

It is important to note the response to this item. A very real potential exists for critizing independent study programs for not, "by definition," being able to provide the necessary resource material usually available on a college campus. From the students' points of view, securing the necessary reading material does not seem to present a serious problem.

ITEMS 7 and 8

Another potential trouble spot in correspondence instruction is teacher-student communication. For this reason, two items were included to determine the success of and satisfaction with the results of student-initiated (Item 7, students receiving answers to questions) and instructor-initiated (Item 8, instructor making suggestions for improvement) remarks, questions, and comments.

The greatest number of students "Strongly Agreed" that their questions were answered in a satisfactory manner and that instructors made suggestions for improving student work (124 or 45.4% and 103 or 38.1% respectively). These results suggest that dependence on written communication, the predominant mode in correspondence instruction, does not cause the student to feel seriously "out of touch" with his or her teacher.

ITEMS 11 and 12

Items 11 and 12 called for students to compare their independent study courses with courses taught in traditional classroom settings in terms of retention of the material (Item 11) and thoroughness (Item 12). These items may be viewed as the weakest point in the study because of the possibility that students may not have had contact with traditional classes recently enough to make valid comparisons. Yet, some attempt to compare student perceptions of these two methods of instruction seemed necessary to gain as true a picture as possible of the quality of correspondence study.

Students most frequently compared their courses favorably to regular on-campus classes. A total of 230 (75.8%) agreed that they would remember the content of their independent study

courses as well as if they had taken the course on-campus. And 235 (77.0%) agreed that their correspondence course was at least as thorough.

The suggestion is that students perceive independent study courses to be as educationally rewarding and challenging as courses taught in traditional milieus.

ITEM 13

Independent study programs provide students with an alternative to traditional methods of instruction; it is not required. Because of this, perhaps the best measure of student satisfaction with the quality of instruction they receive is the number who indicate a willingness to take further work independent of the classroom.

The majority of respondents in fact expressed this willingness. A total of 227 (75.7%) agreed that they would take another course by correspondence study. Such an endorsement is encouraging to educators who realize that individuals must continue to learn throughout their lives, yet are faced with the dilemma of an inaccessible classroom. Correspondence study solves this dilemma.

GENERAL COMMENTS

We noted earlier that certain demographic characteristics were assessed on each member in the sample to determine the connection, if any, that exists between these factors and the way students evaluate their courses. Aside from the two exceptions discussed below, no significant connection appeared (Tables 17, 18, 19, 20, 21, and 22).

When the characteristic "age" was used to look at course

evaluations, a significant difference was found relative to item 9 ("I would recommend this instructor to other independent study students"). As shown in Table 17-E, all respondents tended to agree with the statement, but those in the 21-22 age group did so most frequently, followed next by the 25-34 age group. No explanation is offered for this phenomenon, except to suggest that the significance may result from the fact that these two age groups were the most densely populated.

The second exception was found when the characteristic "marital status" was used to look at the responses. Singles significantly more frequently than marrieds rated their courses overall as excellent or very good. As with the first exception, no explanation is offered except the speculation that singles respresent a greater proportion of the sample.

In evaluating administrative assistance, students were asked if they were pleased with the help they received on such matters as enrollment, procedural questions, and the like. An overwhelming 96.8% responded "yes" (Appendix III).

One can only conclude from the response that administrative assistance to correspondence students is anything but poor. In fact, written comments from students on the questionnaires cited such aide as help in determining which courses would best suit the student's individual needs and interests, and advice on how to best study for the course. (One school distributes a booklet of study hints and suggestions to all enrollees.)

CONCLUSION

The conclusion of this study is that correspondence study students in almost every way are quite pleased and satisfied with the academic quality of their courses. In no instance did a significant number of students respond in a negative way to the evaluation items.

During the course of the study, however, one area of concern did emerge. Students were asked how they first became aware of the independent study program at their school (Appendix III).

For the most part, students were referred by other students, both those who had and those who had not previously taken independent study courses. What suggests itself as a cause for concern is the fact that students are not learning of correspondence study as an option from those who are charged with the responsibility of guiding and directing students' educational programs and who are at least in part responsible for their academic welfare.

Of the 316 respondents to our questionnaire, only 35 (11.7%) learned about independent study from a college counselor, only 18 (6.0%) from a departmental or dean's office, and only 23 (7.6%) from an advisor--the one individual who should be most concerned with making students aware of all educational opportunities available.

If there is one recommendation to be made from this study, it does not concern the academic quality of the independent study programs per se, but with the active involvement and cooperation of college

and university administrators. More effort must be made to aquaint key individuals (deans, department chairpersons, advisors, and faculty generally) with the very real--and legitimate--contribution correspondence study and independent study programs make to the educational development of college students, on and off the college campus.

APPENDIX I

Aggregate Results

(A)

AGE
N
%

SCHOOL		16-20	21-22	23-24	25-34	35-44	45-54	55-64	65+
1	On-Campus	10 33.3	10 33.3	3 10.0	4 13.3	2 6.7	1 3.3	0 0.0	0 0.0
	Off-Campus	2 13.3	6 40.0	1 6.7	5 33.3	1 6.7	0 0.0	0 0.0	0 0.0
	Total	12 26.7	16 35.6	4 8.9	9 20.0	3 6.7	1 2.2	0 0.0	0 0.0
2	On-Campus	10 43.5	5 21.7	2 8.7	3 13.0	2 8.7	1 4.3	0 0.0	0 0.0
	Off-Campus	0 0.0	2 22.2	1 11.1	3 33.3	2 22.2	0 0.0	0 0.0	1 11.1
	Total	10 31.3	7 21.9	3 9.4	6 18.8	4 12.5	1 3.1	0 0.0	1 3.1
3	On-Campus	2 6.9	10 34.5	2 6.9	9 31.0	5 17.2	1 3.4	0 0.0	0 0.0
	Off-Campus	0 0.0	0 0.0	0 0.0	4 40.0	5 50.0	1 10.0	0 0.0	0 0.0
	Total	2 5.1	10 25.6	2 5.1	13 33.3	10 25.6	2 5.1	0 0.0	0 0.0
4	On-Campus	1 12.5	2 25.0	2 25.0	1 12.5	2 25.0	0 0.0	0 0.0	0 0.0
	Off-Campus	0 0.0	0 0.0	1 12.5	3 37.5	3 37.5	1 12.5	0 0.0	0 0.0
	Total	1 6.3	2 12.5	3 18.8	4 25.0	5 31.3	1 6.3	0 0.0	0 0.0
5	On-Campus	4 14.8	10 37.0	6 22.2	6 22.2	0 0.0	1 3.7	0 0.0	0 0.0
	Off-Campus	0 0.0	2 33.3	0 0.0	2 33.3	1 16.7	0 0.0	0 0.0	1 16.7
	Total	4 12.5	12 37.5	6 18.8	8 25.0	1 3.1	1 3.1	0 0.0	1 3.1
6	On-Campus	1 5.0	7 35.0	3 15.0	8 40.0	1 5.0	0 0.0	0 0.0	0 0.0
	Off-Campus	0 0.0	4 26.7	3 20.0	4 26.7	3 20.0	1 6.7	0 0.0	0 0.0
	Total	1 2.9	11 31.4	6 17.1	12 34.4	4 11.3	1 2.9	0 0.0	0 0.0
7	On-Campus	3 21.4	2 14.3	1 7.1	6 42.9	1 7.1	0 0.0	1 7.1	0 0.0
	Off-Campus	5 35.7	1 7.1	1 7.1	6 42.9	1 7.1	0 0.0	0 0.0	0 0.0
	Total	8 28.6	3 10.7	2 7.1	12 42.9	2 7.1	0 0.0	1 3.6	0 0.0
8	On-Campus	6 20.7	15 51.7	2 6.9	5 17.2	0 0.0	1 3.4	0 0.0	0 0.0
	Off-Campus	0 0.0	2 15.4	1 7.7	6 46.2	3 20.1	1 7.7	0 0.0	0 0.0
	Total	6 14.3	17 40.5	3 7.1	11 26.2	3 7.1	2 4.8	0 0.0	0 0.0

AGE
(Cont'd)

SCHOOL		16-20	21-22	23-24	25-34	35-44	45-54	55-64	65+
9	On-Campus	3 10.0	14 46.7	4 13.3	7 23.3	2 6.7	0 0.0	0 0.0	0 0.0
	Off-Campus	0 0.0	2 22.2	2 22.2	4 44.4	1 11.1	0 0.0	0 0.0	0 0.0
	Total	3 7.7	16 41.0	6 15.4	11 28.2	3 7.7	0 0.0	0 0.0	0 0.0
TOTAL On-Campus		40 20.1	67 33.7	21 10.6	49 24.6	15 7.5	5 2.5	1 0.5	1 0.5
TOTAL Off-Campus		7 6.4	27 24.5	14 12.7	37 33.6	19 17.3	5 4.5	1 0.1	0 0.0
TOTAL All		47 15.2	94 30.4	35 11.3	86 27.8	34 11.0	10 3.2	2 0.6	1 0.3

SEX AND MARITAL STATUS

N/%

SCHOOL		MALE	FEMALE	MARRIED	PREVIOUSLY MARRIED	NEVER MARRIED
1	On-Campus	4 13.3	26 86.7	12 40.0	0 0.0	18 60.0
	Off-Campus	2 13.3	13 86.7	7 46.7	2 13.3	6 40.0
	Total	6 13.3	39 86.7	19 42.2	2 4.4	24 53.3
2	On-Campus	8 34.8	15 65.2	7 30.4	3 13.0	13 56.6
	Off-Campus	5 55.6	4 44.4	7 77.8	1 11.1	1 11.1
	Total	13 40.6	19 59.4	14 43.8	4 12.5	14 43.8
3	On-Campus	7 24.1	22 75.9	11 37.9	2 6.9	16 55.2
	Off-Campus	2 20.0	8 80.0	8 80.0	0 0.0	2 20.0
	Total	9 23.1	30 76.9	19 48.7	2 5.1	18 46.2
4	On-Campus	2 25.0	6 75.0	3 37.5	0 0.0	5 62.5
	Off-Campus	5 62.5	3 37.5	6 75.0	1 12.5	1 12.5
	Total	7 43.8	9 56.2	9 56.3	1 6.3	6 37.5
5	On-Campus	9 33.3	18 66.7	14 51.9	0 0.0	13 48.1
	Off-Campus	2 33.3	4 66.7	2 50.0	0 0.0	2 50.0
	Total	11 33.3	22 66.7	16 51.6	0 0.0	15 48.4
6	On-Campus	9 45.0	11 55.0	8 42.1	2 10.5	9 47.4
	Off-Campus	7 46.7	8 53.3	9 60.0	1 6.7	5 33.3
	Total	16 45.7	19 54.3	17 50.0	3 8.8	14 41.2
7	On-Campus	2 14.3	12 85.7	6 42.9	0 0.0	8 57.1
	Off-Campus	5 35.7	9 64.3	4 28.6	2 14.3	8 57.1
	Total	7 25.0	21 75.0	10 35.7	2 7.1	16 57.1
8	On-Campus	12 41.4	17 58.7	8 27.6	1 3.4	20 69.0
	Off-Campus	4 30.8	9 69.2	12 85.7	0 0.0	2 14.3
	Total	16 38.1	26 61.9	20 48.8	1 1.1	22 50.1

SEX AND MARITAL STATUS
(Cont'd)

SCHOOL	MALE	FEMALE	MARRIED	PREVIOUSLY MARRIED	NEVER MARRIED
9 On-Campus	12 40.0	18 60.0	7 23.3	3 10.0	20 66.7
Off-Campus	2 22.2	7 77.8	2 22.2	2 22.2	5 55.6
Total	14 35.9	25 64.1	9 23.1	5 12.8	25 64.1
TOTAL On-Campus	65 31.0	145 69.0	76 36.4	11 5.3	122 58.4
TOTAL Off-Campus	34 34.3	65 65.7	57 58.2	9 9.2	32 32.7
Total All	99 32.0	210 68.0	133 43.2	20 6.5	154 50.3

(C)

COLLEGE CLASSIFICATION

N(%)

SCHOOL		FRESHMAN	SOPHOMORE	JUNIOR	SENIOR	GRADUATE	UNCLASS.
1	On-Campus	2 (6.9)	6 (20.7)	4(13.8)	14(48.3)	1 (3.4)	2 (6.9
	Off-Campus	0 (0.0)	2 (13.3)	3(20.0)	8(53.3)	2 (13.3)	0 (0.0
	Total	2 (4.5)	8 (18.2)	7(15.9)	22(50.0)	3 (6.8)	2 (4.5
2	On-Campus	1 (4.3)	6 (26.1)	7(30.4)	5(21.7)	2 (8.7)	2 (8.7)
	Off-Campus	2 (22.2)	0 (0.0)	1(11.1)	3(33.3)	2 (22.2)	1 (11.1
	Total	3 (9.4)	6 (18.8)	8(25.0)	8(25.0)	4 (12.5)	3 (9.4
3	On-Campus	2 (6.9)	4 (13.8)	2(6.9)	18(62.1)	3 (10.3)	0 (0.0
	Off-Campus	1 (10.0)	0 (0.0)	1(10.0)	4(40.0)	2 (20.0)	2 (20.0
	Total	3 (7.7)	4 (10.3)	3(7.7)	22(56.4)	5 (12.8)	2 (5.1
4	On-Campus	0 (0.0)	1 (12.5)	0(0.0)	4(50.0)	1 (12.5)	2 (25.0
	Off-Campus	0 (0.0)	1 (12.5)	0(0.0)	3(37.5)	1 (12.5)	3 (37.5
	Total	0 (0.0)	2 (12.5)	0(0.0)	7(43.8)	2 (12.5)	5 (31.3
5	On-Campus	1 (3.7)	4 (14.8)	0(0.0)	21(77.8)	0 (0.0)	1 (3.7
	Off-Campus	1 (16.7)	0 (0.0)	1(16.7)	3(50.0)	1 (16.7)	0 (0.0
	Total	2 (6.7)	4 (12.1)	1(3.0)	24(72.7)	1 (3.0)	1 (3.0
6	On-Campus	2 (10.0)	1 (5.0)	2(10.0)	12(60.0)	2 (10.0)	1 (5.0
	Off-Campus	0 (0.0)	3 (20.0)	0(0.0)	10(66.7)	1 (6.7)	1 (6.7
	Total	2 (5.7)	4 (11.4)	2(5.7)	22(62.9)	3 (8.6)	2 (5.7
7	On-Campus	1 (7.1)	0 (0.0)	2(14.3)	7(50.0)	1 (7.1)	3 (21.4
	Off-Campus	0 (0.0)	2 (16.7)	1(8.3)	5(41.7)	1 (8.3)	3 (25.0
	Total	1 (3.8)	2 (7.7)	3(11.5)	12(46.2)	2 (7.7)	6 (23.1
8	On-Campus	0 (0.0)	1 (3.4)	7(24.1)	18(62.1)	2 (6.9)	1 (3.4
	Off-Campus	0 (0.0)	0 (0.0)	0(0.0)	7(53.8)	2 (15.4)	4 (30.8
	Total	0 (0.0)	1 (2.4)	7(16.7)	25(59.5)	4 (9.5)	5 (11.9

COLLEGE CLASSIFICATION
(Cont'd)

SCHOOL		FRESHMAN	SOPHOMORE	JUNIOR	SENIOR	GRADUATE	UNCLASS.
9	On-Campus	2 (6.7)	0 (0.0)	2 (6.7)	22(73.3)	0 (0.0)	1 (3.3)
	Off-Campus	2 (22.2)	0 (0.0)	1 (11.1)	4(44.4)	2 (22.2)	0 (0.0)
	Total	4 (11.1)	0 (0.0)	3 (8.3)	26(72.2)	2 (5.5)	1 (2.8)
TOTAL On-Campus		11 (5.3)	23 (11.2)	26 (12.6)	121(58.7)	12 (5.8)	13 (6.3)
TOTAL Off-Campus		6 (6.0)	8 (8.0)	8 (8.0)	47(47.0)	15 (15.0)	16 (16.0)
TOTAL All		17 (5.6)	31 (10.1)	34 (11.1)	168(54.9)	27 (8.8)	29 (9.5)

WILL CREDITS BE APPLIED TO A DEGREE?

N/%

SCHOOL		YES	NO
1	On-Campus	26 86.7	4 13.3
	Off-Campus	14 93.3	1 6.7
	Total	40 88.9	5 11.1
2	On-Campus	19 82.6	4 17.4
	Off-Campus	5 62.5	3 37.5
	Total	24 77.4	7 22.6
3	On-Campus	26 89.7	3 10.3
	Off-Campus	4 44.4	5 55.6
	Total	30 78.9	8 21.1
4	On-Campus	6 75.0	2 25.0
	Off-Campus	5 62.5	3 37.5
	Total	11 68.8	5 31.3
5	On-Campus	25 92.6	2 7.4
	Off-Campus	4 66.7	2 33.3
	Total	29 87.9	4 12.1
6	On-Campus	16 80.0	4 20.0
	Off-Campus	14 93.3	1 6.7
	Total	30 82.8	5 17.2
7	On-Campus	13 92.9	1 7.1
	Off-Campus	7 53.8	6 46.2
	Total	20 74.1	7 25.9
8	On-Campus	27 93.1	2 6.9
	Off-Campus	9 64.3	5 35.7
	Total	36 83.7	7 16.3
9	On-Campus	27 90.0	3 10.0
	Off-Campus	7 77.8	2 22.2
	Total	34 87.2	5 12.8
TOTAL	On-Campus	185 88.1	25 11.9
TOTAL	Off-Campus	69 72.6	26 27.4
TOTAL	All	254 82.2	51 16.5

(E)

ENROLLED IN HOW MANY

CREDITS OTHER THAN THRU INDEPENDENT STUDY

N/%

SCHOOL	0 - 3	4 - 6	6 - 9	10 - 12	OVER 12
1 On-Campus	8 27.6	1 3.4	2 6.9	3 13.8	14 48.3
Off-Campus	9 60.0	0 0.0	0 0.0	4 26.7	2 13.3
Total	17 38.6	1 2.3	2 4.5	8 18.2	16 36.4
2 On-Campus	12 52.2	0 0.0	3 13.0	1 4.3	7 30.4
Off-Campus	7 77.8	1 11.1	0 0.0	1 11.1	0 0.0
Total	19 59.4	1 3.1	3 9.4	2 6.3	7 21.9
3 On-Campus	11 37.9	2 6.9	2 6.9	2 6.9	12 41.4
Off-Campus	4 44.4	2 22.2	2 22.2	0 0.0	1 11.1
Total	15 39.5	4 10.5	4 10.5	2 5.3	13 34.2
4 On-Campus	4 57.1	0 0.0	1 14.3	2 28.6	0 0.0
Off-Campus	7 87.5	1 12.5	0 0.0	0 0.0	0 0.0
Total	11 73.3	1 6.7	1 6.7	2 13.3	0 0.0
5 On-Campus	6 22.2	1 3.7	6 22.2	6 22.2	8 29.6
Off-Campus	0 0.0	3 50.0	1 16.7	0 0.0	2 33.3
Total	6 18.2	4 12.1	7 21.2	6 18.2	10 30.3
6 On-Campus	7 35.0	3 15.0	1 5.0	0 0.0	9 45.0
Off-Campus	8 53.3	1 6.7	0 0.0	1 6.7	5 33.3
Total	15 42.9	4 11.4	1 2.9	1 2.9	14 40.0
7 On-Campus	6 42.9	0 0.0	4 28.6	3 21.4	1 7.1
Off-Campus	7 53.8	1 7.7	2 15.4	2 15.4	1 7.7
Total	13 48.1	1 3.7	6 22.2	5 18.5	2 7.4
8 On-Campus	8 27.6	0 0.0	1 3.4	3 10.3	17 58.6
Off-Campus	8 61.5	1 7.7	1 7.7	0 0.0	3 23.1
Total	16 38.1	1 2.4	2 4.8	3 7.1	20 47.6

ENROLLED IN HOW MANY

CREDITS OTHER THAN THRU INDEPENDENT STUDY

N
%

SCHOOL	0 - 3	4 - 6	6 - 9	10 - 12	over 12
9 On-Campus	3 10.3	0 0.0	3 10.3	3 10.3	20 69.1
Off-Campus	4 44.4	1 11.1	1 11.1	1 11.1	2 22.2
Total	7 18.4	1 2.6	4 10.5	4 10.5	22 57.9
TOTAL On-Campus	65 31.4	7 3.4	23 11.1	24 11.6	88 42.5
TOTAL Off-Campus	54 55.7	11 11.3	7 7.2	7 7.2	18 18.6
TOTAL All	119 39.1	18 5.9	30 9.9	31 10.2	106 34.9

IF ENROLLED IN OTHER COURSES WHERE DO THEY MEET?

N(%)

SCHOOL		ON-CAMPUS	OFF-CAMPUS	CORRESPONDENCE	DOES NOT APPLY
1	On-Campus	18 (60.0)	4 (13.3)	0 (0.0)	8 (26.7)
	Off-Campus	7 (46.7)	1 (6.7)	0 (0.0)	6 (40.0)
	Total	25 (56.8	5 (11.4)	0 (0.0)	14 (31.8)
2	On-Campus	9 (39.1)	1 (4.0)	3 (13.0)	10 (43.5)
	Off-Campus	5 (55.6)	0 (0.0)	0 (0.0)	4 (44.4)
	Total	14 (43.8)	1 (3.1)	3 (9.4)	14 (43.8)
3	On-Campus	12 (42.9)	5 (17.9)	3 (10.7)	8 (28.6)
	Off-Campus	2 (22.2)	1 (11.1)	2 (22.2)	4 (44.4)
	Total	14 (37.8)	6 (16.2)	5 (13.5)	12 (32.4)
4	On-Campus	3 (37.5)	0 (0.0)	0 (0.0)	5 (62.5)
	Off-Campus	0 (0.0)	1 (12.5)	1 (12.5)	6 (75.0)
	Total	3 (18.8)	1 (6.3)	1 (6.3)	11 (68.8)
5	On-Campus	19 (70.4)	3 (11.1)	1 (3.7)	4 (14.8)
	Off-Campus	2 (33.3)	2 (33.3)	1 (16.7)	1 (16.7)
	Total	21 (63.6)	5 (15.2)	2 (6.1)	5 (15.2)
6	On-Campus	13 (65.0)	1 (5.0)	1 (5.0)	5 (25.0)
	Off-Campus	5 (33.3)	3 (20.0)	1 (6.7)	6 (40.0)
	Total	18 (51.4)	4 (11.4)	2 (5.7)	11 (31.4)
7	On-Campus	9 (64.3)	0 (0.0)	0 (0.0)	5 (35.7)
	Off-Campus	2 (15.4)	3 (23.1)	1 (7.7)	7 (53.8)
	Total	11 (40.7)	3 (11.1)	1 (3.7)	12 (44.4)
8	On-Campus	20 (69.0)	1 (3.4)	0 (0.0)	8 (27.6)
	Off-Campus	4 (30.8)	1 (7.7)	1 (7.7)	7 (53.8)
	Total	24 (57.1)	2 (4.8)	1 (2.3)	15 (35.7)

IF ENROLLED IN OTHER COURSES
WHERE DO THEY MEET
(Cont'd)

SCHOOL		ON-CAMPUS	OFF-CAMPUS	CORRESPONDENCE	DOES NOT APPLY
9	On-Campus	25 (86.2)	1 (3.4)	1 (3.4)	2 (6.9)
	Off-Campus	4 (50.0)	1 (12.5)	1 (12.5)	2 (25.0)
	Total	29 (78.4)	2 (5.4)	2 (5.4)	4 (10.8)
TOTAL	On-Campus	128 (61.5)	16 (7.7)	9 (4.3)	55 (26.4)
TOTAL	Off-Campus	31 (32.6)	13 (13.7)	8 (8.4)	43 (45.3)
TOTAL	All	159 (52.3)	29 (9.5)	17 (5.6)	98 (32.0)

HOW MANY HOURS PER WEEK ARE YOU EMPLOYED

SCHOOL		0 - 10	11 - 20	21 - 30	31 - 40	40+
1	On-Campus	15 50.0	4 13.3	2 6.7	4 13.3	5 16.7
	Off-Campus	4 26.7	1 6.7	2 13.3	2 13.3	6 40.0
	Total	19 42.2	5 11.1	4 8.9	6 13.3	11 24.4
2	On-Campus	13 56.5	0 0.0	2 8.7	5 21.7	3 13.0
	Off-Campus	1 11.1	0 0.0	0 0.0	2 22.2	6 66.7
	Total	14 43.8	0 0.0	2 6.3	7 21.9	9 28.1
3	On-Campus	10 35.7	6 21.4	2 7.1	4 14.3	6 21.4
	Off-Campus	1 11.1	0 0.0	1 11.1	4 44.4	3 33.3
	Total	11 29.7	6 16.2	3 8.1	8 21.6	9 24.3
4	On-Campus	2 25.0	1 12.5	0 0.0	1 12.5	4 50.0
	Off-Campus	2 25.0	0 0.0	0 0.0	1 12.5	5 62.5
	Total	4 25.0	1 6.3	0 0.0	2 12.5	9 56.3
5	On-Campus	15 55.6	1 3.7	4 14.8	5 18.5	2 7.4
	Off-Campus	3 50.0	0 0.0	1 16.7	1 16.7	1 16.7
	Total	18 54.5	1 3.0	5 15.2	6 18.2	3 9.1

SCHOOL		0 - 10	11 - 20	21 - 30	31 - 40	40+
6	On-Campus	7 35.0	1 5.0	0 0.0	6 30.0	6 30.0
	Off-Campus	8 53.3	0 0.0	1 6.7	4 26.7	2 13.3
	Total	15 60.0	1 4.0	1 4.0	10 40.0	8 32.0
7	On-Campus	6 42.9	1 7.1	1 7.1	1 7.1	5 35.7
	Off-Campus	8 57.1	1 7.1	0 0.0	3 21.4	2 14.3
	Total	14 50.0	2 7.1	1 3.6	4 14.3	7 25.0
8	On-Campus	16 55.2	5 17.2	0 0.0	3 10.3	5 17.2
	Off-Campus	7 53.8	0 0.0	1 7.7	2 15.4	3 23.1
	Total	23 54.8	5 11.9	1 2.4	5 11.9	8 19.0
9	On-Campus	16 57.1	6 21.4	2 7.1	3 10.7	1 3.5
	Off-Campus	6 66.7	0 0.0	1 11.1	1 11.1	1 11.1
	Total	22 57.9	6 15.8	3 7.9	4 10.5	2 5.3
TOTAL	On-Campus	100 48.3	25 12.1	13 6.3	32 15.5	37 17.9
TOTAL	Off-Camp.	40 40.1	2 2.0	7 7.1	20 20.4	29 30.0
TOTAL	All	140 45.9	27 8.9	20 6.6	52 17.0	66 21.6

ITEM 1

GENERAL EVALUATION OF COURSE

N(%)

SCHOOL		EXCELLENT	VERY GOOD	GOOD	FAIR	POOR
1	On-Campus	6 (20.7)	16 (55.2)	7 (24.1)	0 (0.0)	0 (0.0)
	Off-Campus	2 (14.3)	6 (42.9)	3 (21.4)	3 (21.4)	0 (0.0)
	Total	8 (18.6)	22 (51.2)	10 (23.3)	3 (7.0)	0 (0.0)
2	On-Campus	2 (8.7)	12 (52.2)	7 (30.4)	2 (8.7)	0 (0.0)
	Off-Campus	1 (11.1)	3 (33.3)	4 (44.4)	1 (11.1)	0 (0.0)
	Total	3 (9.4)	15 (46.9)	11 (34.9)	3 (9.4)	0 (0.0)
3	On-Campus	7 (25.9)	12 (44.4)	7 (25.9)	1 (3.7)	0 (0.0)
	Off-Campus	1 (10.0)	4 (40.0)	5 (50.0)	0 (0.0)	0 (0.0)
	Total	8 (21.6)	16 (43.2)	12 (32.4)	1 (2.7)	0 (0.0)
4	On-Campus	2 (22.2)	4 (44.4)	2 (22.2)	1 (11.1)	0 (0.0)
	Off-Campus	2 (22.2)	3 (33.3)	3 (33.3)	1 (11.1)	0 (0.0)
	Total	4 (44.4)	7 (38.9)	5 (27.8)	2 (11.1)	0 (0.0)
5	On-Campus	3 (11.5)	14 (53.8)	4 (15.4)	5 (19.2)	0 (0.0)
	Off-Campus	1 (20.0)	2 (40.0)	2 (40.0)	0 (0.0)	0 (0.0)
	Total	4 (12.9)	16 (51.6)	6 (19.4)	5 (16.1)	0 (0.0)
6	On-Campus	4 (18.2)	5 (22.7)	12 (54.5)	1 (4.5)	0 (0.0)
	Off-Campus	2 (14.3)	7 (50.0)	0 (0.0)	3 (21.4)	2 (14.3)
	Total	6 (16.7)	12 (33.3)	12 (33.3)	4 (11.1)	2 (5.6)
7	On-Campus	4 (30.8)	3 (23.1)	2 (15.4)	4 (30.8)	0 (0.0)
	Off-Campus	1 (6.7)	6 (40.0)	5 (33.3)	1 (6.7)	2 (13.3)
	Total	5 (17.9)	9 (32.1)	7 (25.0)	5 (17.9)	2 (7.1)
8	On-Campus	4 (14.3)	13 (46.4)	10 (35.7)	1 (3.6)	0 (0.0)
	Off-Campus	5 (33.3)	2 (13.3)	7 (46.7)	1 (6.7)	0 (0.0)
	Total	9 *20.9)	15 (34.9)	17 (39.5)	2 (4.7)	0 (0.0)

ITEM 1
(Cont'd)

SCHOOL		EXCELLENT	VERY GOOD	GOOD	FAIR	POOR
9	On-Campus	5 (17.9)	11 (39.3)	5 (17.9)	4 (14.3)	3 (10.7)
	Off-Campus	2 (25.0)	4 (50.0)	0 (0.0)	2(25.0)	0 (0.0)
	Total	7 (19.4)	15 (41.7)	5 (13.8)	6(16.7)	3 (8.3)
TOTAL	On-Campus	37 (18.0)	90 (43.9)	56 (27.3)	19(9.2)	3 (1.5)
TOTAL	Off-Campus	17 (17.2)	37 (37.4)	32 (32.3)	9(9.1)	4 (4.0)
TOTAL	All	54 (17.7)	127 (41.6)	88 (28.9)	28(9.2)	7 (2.3)

ITEM 2

The reference material for this course was generally available to me

N(%)

SCHOOL		STRONGLY AGREE	AGREE GENERALLY	NO OPINION	DISAGREE GENERALLY	STRONGLY DISAGREE
1	On-Campus	7 (29.2)	11 (45.8)	3 (12.5)	2 (8.3)	1 (4.2)
	Off-Campus	3 (25.0)	4 (33.3)	2 (16.7)	3 (25.0)	0 (0.0)
	Total	10 (27.8)	15 (41.7)	5 (13.9)	5 (13.9)	1 (2.8)
2	On-Campus	4 (21.0)	5 (26.4)	9(47.4)	1 (5.3)	0 (0.0)
	Off-Campus	0 (0.0)	2 (28.6)	3(42.9)	2 (28.6)	0 (0.0)
	Total	4 (15.4)	7 (26.9)	12(46.2)	3 (11.5)	0 (0.0)
3	On-Campus	9 (39.1)	7 (30.4)	5(21.7)	1 (4.3)	1 (4.3)
	Off-Campus	3 (42.9)	2 (28.6)	1(14.3)	1 (14.3)	0 (0.0)
	Total	12 (40.0)	9 (30.0)	6(20.0)	2 (6.7)	1 (3.3)
4	On-Campus	2 (28.6)	1 (14.3)	4(57.1)	0 (0.0)	0 (0.0)
	Off-Campus	2 (28.6)	2 (28.6)	3(42.9)	0 (0.0)	0 (0.0)
	Total	4 (28.6)	3 (21.4)	7(50.0)	0 (0.0)	0 (0.0)
5	On-Campus	8 (36.4)	6 (27.3)	7(31.8)	0 (0.0)	1 (4.5)
	Off-Campus	0 (0.0)	6(100.0)	0(0.0)	0 (0.0)	0 (0.0)
	Total	8 (28.6)	12 (42.9)	7(25.0)	0 (0.0)	1 (3.6)
6	On-Campus	4 (20.0)	9 (45.0)	5(25.0)	2 (10.0)	0 (0.0)
	Off-Campus	4 (36.4)	6 (54.5)	0(0.0)	1 (9.1)	0 (0.0)
	Total	8 (25.8)	15 (48.4)	5(16.1)	3 (9.7)	0 (0.0)
7	On-Campus	6 (40.0)	2 (13.3)	2(13.3)	4 (26.7)	1 (6.7)
	Off-Campus	6 (50.0)	3 (25.0)	2(16.7)	1 (8.3)	0 (0.0)
	Total	12 (46.1)	5 (18.1)	4(14.3)	5 (18.1)	1 (3.4)
8	On-Campus	2 (8.0)	14 (56.0)	7(28.0)	1 (4.0)	1 (4.0)
	Off-Campus	2 (18.2)	4 (36.4)	3(27.3)	1 (9.1)	1 (9.1)
	Total	4 (11.1)	18 (50.0)	10(27.7)	2 (5.6)	2 (5.6)

ITEM 2

(Cont'd)

SCHOOL		STRONGLY AGREE	AGREE GENERALLY	NO OPINION	DISAGREE GENERALLY	STRONGLY DISAGREE
9	On-Campus	6 (25.0)	5 (20.8)	7(29.2)	4 (16.7)	2 (8.3)
	Off-Campus	0 (0.0)	2 (33.3)	2(33.3)	1 (16.7)	1 (16.7)
	Total	6 (20.0)	7 (23.3)	9(30.0)	5 (16.7)	3 (10.0)
TOTAL On-Campus		48 (27.3)	61 (34.7)	49(27.8)	12 (6.8)	6 (3.4)
TOTAL Off-Campus		20 (24.4)	30 (36.6)	16(19.5)	12 (14.6)	4 (4.9)
TOTAL All		68 (26.4)	91 (35.3)	65(25.2)	24 (9.3)	10 (3.8)

ITEM 3

The supplementary material suggested by the study guide was generally available to me

SCHOOL		STRONGLY AGREE N(%)	AGREE GENERALLY N(%)	NO OPINION N(%)	DISAGREE GENERALLY N(%)	STRONGLY DISAGREE N(%)
1	On-Campus	6 (31.6)	4 (21.1)	5 (26.3)	2 (10.5)	2 (10.5)
	Off-Campus	2 (18.2)	4 (36.4)	1 (9.1)	4 (36.4)	0 (0.0)
	Total	8 (26.7)	8 (26.7)	6 (20.0)	6 (20.0)	2 (6.7)
2	On-Campus	2 (11.0)	5 (29.4)	7 (41.2)	2 (11.0)	1 (5.9)
	Off-Campus	0 (0.0)	0 (0.0)	3 (60.0)	2 (40.0)	0 (0.0)
	Total	2 (9.1)	5 (22.7)	10 (45.5)	4 (18.2)	1 (4.5)
3	On-Campus	9 (39.1)	6 (26.1)	6 (26.1)	1 (4.3)	1 (4.3)
	Off-Campus	3 (42.9)	2 (28.6)	1 (14.3)	0 (0.0)	1 (14.3)
	Total	12 (40.0)	8 (26.7)	7 (23.3)	1 (3.3)	2 (6.7)
4	On-Campus	2 (28.6)	1 (14.3)	2 (28.6)	1 (14.3)	1 (14.3)
	Off-Campus	2 (33.3)	1 (16.7)	2 (33.3)	1 (16.7)	0 (0.0)
	Total	4 (30.8)	2 (15.4)	4 (30.8)	2 (15.4)	1 (7.7)
5	On-Campus	5 (23.8)	7 (33.3)	7 (33.3)	2 (9.5)	0 (0.0)
	Off-Campus	0 (0.0)	4 (80.0)	1 (20.0)	0 (0.0)	0 (0.0)
	Total	5 (19.2)	11 (42.3)	8 (30.8)	2 (7.7)	0 (0.0)
6	On-Campus	4 (22.2)	5 (27.8)	7 (38.9)	2 (11.1)	0 (0.0)
	Off-Campus	4 (50.0)	3 (37.5)	1 (12.5)	0 (0.0)	0 (0.0)
	Total	8 (30.8)	8 (30.8)	8 (30.8)	2 (7.7)	0 (0.0)
7	On-Campus	4 (40.0)	2 (20.0)	3 (30.0)	1 (10.0)	0 (0.0)
	Off-Campus	4 (30.8)	1 (7.7)	4 (30.8)	3 (23.1)	1 (7.7)
	Total	8 (34.7)	3 (13.0)	7 (30.4)	4 (17.4)	1 (4.3)
8	On-Campus	1 (4.8)	10 (47.6)	7 (33.3)	1 (4.8)	2 (9.5)
	Off-Campus	2 (22.2)	3 (33.3)	2 (22.2)	1 (11.1)	1 (11.1)
	Total	3 (10.0)	13 (43.3)	9 (30.0)	2 (6.7)	3 (10.0)

ITEM 3

(Cont'd)

SCHOOL	STRONGLY AGREE	AGREE GENERALLY	NO OPINION	DISAGREE GENERALLY	STRONGLY DISAGREE
9 On-Campus	5 (21.7)	6 (26.1)	7 (30.4)	4 (17.4)	1 (4.3)
Off-Campus	3 (42.9)	3 (42.9)	1 (14.3)	0 (0.0)	0 (0.0)
Total	8 (26.7)	9 (30.0)	8 (26.7)	4 (13.3)	1 (3.3)
TOTAL On-Campus	38 (23.8)	46 (28.8)	51 (31.9)	16 (10.0)	9 (5.6)
TOTAL Off-Campus	20 (28.6)	21 (30.0)	16 (22.9)	11 (15.7)	2 (2.6)
TOTAL All	58 (25.2)	67 (29.1)	67 (29.1)	27 (11.7)	11 (4.8)

ITEM 4

The exam questions accurately reflected the material I had studied, therefore I thought the questions were fair.

SCHOOL		STRONGLY AGREE	AGREE GENERALLY	NO OPINION	DISAGREE GENERALLY	STRONGLY DISAGREE
1	On-Campus	15 (50.0)	11 (36.7)	1 (3.3)	2 (6.7)	1 (3.3)
	Off-Campus	6 (42.9)	6 (42.9)	2 (14.3)	0 (0.0)	0 (0.0)
	Total	21 (47.7)	17 (38.6)	3 (6.8)	2 (4.5)	1 (2.3)
2	On-Campus	6 (27.3)	8 (36.4)	6 (27.3)	1 (4.5)	1 (4.5)
	Off-Campus	3 (37.5)	3 (37.5)	2 (25.0)	0 (0.0)	0 (0.0)
	Total	9 (30.0)	11 (36.7)	8 (26.7)	1 (3.3)	1 (3.3)
3	On-Campus	11 (39.3)	9 (32.1)	2 (7.1)	6 (21.4)	0 (0.0)
	Off-Campus	4 (50.0)	3 (37.5)	1 (12.5)	0 (0.0)	0 (0.0)
	Total	15 (41.7)	12 (33.3)	3 (8.3)	6 (16.7)	0 (0.0)
4	On-Campus	1 (11.1)	2 (22.2)	1 (11.1)	3 (33.3)	2 (22.2)
	Off-Campus	3 (37.5)	4 (50.0)	1 (12.5)	0 (0.0)	0 (0.0)
	Total	4 (23.5)	6 (35.3)	2 (11.8)	3 (17.6)	2 (11.8)
5	On-Campus	5 (20.8)	12 (50.0)	2 (8.3)	3 (12.5)	2 (8.3)
	Off-Campus	1 (20.0)	3 (60.0)	1 (20.0)	0 (0.0)	0 (0.0)
	Total	6 (20.7)	15 (51.7)	3 (10.3)	3 (10.3	2 (6.9)
6	On-Campus	11 (52.4)	3 (14.3)	3 (14.3)	1 (4.8)	3 (14.3)
	Off-Campus	3 (21.4)	7 (50.0)	3 (21.4)	1 (7.1)	0 (0.0)
	Total	14 (42.4)	10 (30.3)	6 (18.2)	2 (6.1)	3 (3.0)
7	On-Campus	7 (50.0)	5 (35.7)	0 (0.0)	2 (14.3)	0 (0.0)
	Off-Campus	2 (13.3)	6 (40.0)	3 (20.0)	2 (13.3)	2 (13.3)
	Total	9 (31.0)	11 (37,9)	3 (10.3)	4 (13.8)	2 (6.9)
8	On-Campus	7 (25.0)	11 (39.3)	4 (14.3)	3 (10.7)	3 (10.7)
	Off-Campus	5 (35.7)	6 (42.9)	0 (0.0)	2 (14.3)	1 (7.1)
	Total	12 (28.6)	17 (40.5)	4 (9.5)	5 (11.9)	4 (9.5)

ITEM 4

(Cont'd)

SCHOOL	STRONGLY AGREE	AGREE GENERALLY	NO OPINION	DISAGREE GENERALLY	STRONGLY DISAGREE
9 On-Campus	3 (10.3)	15 (51.7)	8 (27.6)	2 (6.9)	1 (3.4)
Off-Campus	2 (22.2)	1 (11.1)	3 (33.3)	2 (22.2)	1 (11.1)
Total	5 (13.2)	16 (42.1)	11 (28.9)	4 (10.5)	2 (5.3)
TOTAL On-Campus	66 (32.2)	76 (37.1)	27 (13.2)	23 (11.2)	13 (6.3)
TOTAL Off-Campus	29 (30.5)	39 (41.1)	15 (15.8)	8 (8.4)	4 (4.2)
TOTAL All	95 (31.7)	115 (38.3)	42 (14.0)	31 (10.3)	17 (5.6)

ITEM 5

There was consistency between the lesson assignments and the exam questions

SCHOOL		N(%) STRONGLY AGREE	AGREE GENERALLY	NO OPINION	DISAGREE GENERALLY	STRONGLY DISAGREE
1	On-Campus	18 (62.1)	8 (27.6)	1 (3.4)	1 (3.4)	1 (3.4)
	Off-Campus	6 (42.9)	7 (50.0)	1 (7.1)	0 (0.0)	0 (0.0)
	Total	24 (55.8)	15 (34.9)	2 (4.7)	1 (2.3)	1 (2.3)
2	On-Campus	4 (18.2)	10 (45.5)	5 (22.7)	1 (4.5)	2 (9.1)
	Off-Campus	3 (37.5)	3 (37.5)	2 (25.0)	0 (0.0)	0 (0.0)
	Total	7 (23.3)	13 (43.3)	7 (23.3)	1 (3.3)	2 (6.6)
3	On-Campus	12 (42.9)	6 (21.4)	3 (10.7)	5 (17.9)	2 (7.1)
	Off-Campus	4 (50.0)	3 (37.5)	0 (0.0)	1 (12.5)	0 (0.0)
	Total	16 (44.4)	9 (24.9)	3 (8.3)	6 (16.6)	2 (5.6)
4	On-Campus	2 (25.0)	1 (12.5)	2 (25.0)	0 (0.0)	3 (37.5)
	Off-Campus	3 (37.5)	4 (50.0)	1 (12.5)	0 (0.0)	0 (0.0)
	Total	5 (31.3)	5 (31.3)	3 (18.8)	0 (0.0)	3 (18.8)
5	On-Campus	5 (20.0)	14 (56.0)	2 (8.0)	1 (4.0)	3 (12.0)
	Off-Campus	1 (20.0)	4 (80.0)	0 (0.0)	0 (0.0)	0 (0.0)
	Total	6 (20.0)	18 (60.0)	2 (6.7)	1 (3.3)	3 (10.0)
6	On-Campus	13 (59.1)	4 (18.2)	3 (13.6)	2 (9.1)	0 (0.0)
	Off-Campus	5 (38.5)	7 (53.8)	0 (0.0)	1 (7.7)	0 (0.0)
	Total	18 (51.4)	11 (31.4)	3 (8.6)	3 (8.6	0 (0.0)
7	On-Campus	7 (50.0)	4 (28.6)	1 (7.1)	2 (14.3)	0 (0.0)
	Off-Campus	3 (21.4)	4 (28.6)	2 (14.3)	4 (28.6)	1 (7.1)
	Total	10 (35.7)	8 (28.6)	3 (10.8)	6 (21.4)	1 (3.6)
8	On-Campus	7 (24.1)	12 (41.4)	5 (17.2)	3 (10.3)	2 (6.9)
	Off-Campus	6 (40.0)	4 (26.7)	1 (6.7)	3 (20.0)	1 (6.7)
	Total	13 (30.2)	16 (37.2)	6 (14.0)	6 (14.0)	3 (70.0)

ITEM 5

(Cont'd)

SCHOOL	STRONGLY AGREE	AGREE GENERALLY	NO OPINION	DISAGREE GENERALLY	STRONGLY DISAGREE
9 On-Campus	5 (16.7)	14 (46.7)	5 (16.7)	5 (16.7)	1 (3.3)
Off-Campus	3 (33.3)	2 (22.2)	2 (22.2)	1 (11.1)	1 (11.1)
Total	8 (20.5)	16 (41.0)	7 (17.9)	6 (15.4)	2 (5.1)
TOTAL On-Campus	73 (35.3)	73 (35.3)	27 (13.0)	20 (9.7)	14 (6.8)
TOTAL Off-Campus	34 (36.2)	38 (40.4)	8 (8.5)	11 (11.7)	3 (3.2)
TOTAL All	107 (35.5)	111 (36.9)	35 (11.6)	31 (10.3)	17 (5.6)

ITEM 6

The instructor returned the lessons to me in a reasonable length of time

N(%)

SCHOOL		STRONGLY AGREE	AGREE GENERALLY	NO OPINION	DISAGREE GENERALLY	STRONGLY DISAGREE
1	On-Campus	12 (40.0)	13 (43.3)	3 (10.0)	2 (6.7)	0 (0.0)
	Off-Campus	4 (26.7)	4 (26.7)	3 (20.0)	3 (20.0)	1 (6.7)
	Total	16 (35.6)	17 (37.8)	6 (13.3)	5 (11.1	1 (2.2)
2	On-Campus	8 (38.1)	6 (28.6)	4 (19.0)	3 (14.3)	0 (0.0)
	Off-Campus	5 (62.5)	0 (0.0)	2 (25.0)	1 (12.5)	0 (0.0)
	Total	13 (44.8)	6 (20.7)	6 (20.7)	4 (13.8)	0 (0.0)
3	On-Campus	13 (48.1)	6 (22.2)	2 (7.4)	3 (11.1)	3 (11.1)
	Off-Campus	8 (80.0)	0 (0.0)	1 (10.0)	1 (10.0)	0 (0.0)
	Total	21 (56.8)	6 (16.2)	3 (8.1)	4 (10.8)	3 (8.1)
4	On-Campus	1 (14.3)	2 (28.6)	1 (14.3)	1 (14.3)	2 (28.6)
	Off-Campus	1 (16.7)	1 (16.7)	3 (50.0)	0 (0.0)	1 (16.7)
	Total	2 (15.4)	3 (23.1)	4 (30.8)	1 (7.7)	3 (23.1)
5	On-Campus	9 (36.0)	11 (44.0)	2 (8.0)	1 (4.0)	2 (8.0)
	Off-Campus	1 (20.0)	3 (60.0)	0 (0.0)	1 (20.0)	0 (0.0)
	Total	10 (33.3)	14 (46.7)	2 (6.7)	2 (6.7)	2 (6.7)
6	On-Campus	10 (45.5)	10 (45.5)	1 (4.5)	1 (4.5)	0 (0.0)
	Off-Campus	5 (35.7)	5 (35.7)	1 (7.1)	1 (7.1)	2 (14.3)
	Total	15 (41.7)	15 (41.7)	2 (5.6)	2 (5.6)	2 (5.6)
7	On-Campus	6 (42.9)	4 (28.6)	2 (14.3)	0 (0.0)	2 (14.3)
	Off-Campus	7 (53.8)	4 (30.8)	2 (15.4)	0 (0.0)	0 (0.0)
	Total	13 (48.1)	8 (29.6)	4 (14.8)	0 (0.0)	2 (7.4)
8	On-Campus	8 (27.6)	15 (51.7)	3 (10.3)	2 (6.9)	1 (3.4)
	Off-Campus	7 (46.7)	4 (26.7)	2 (13.3)	1 (6.7)	1 (6.7)
	Total	15 (34.1)	19 (43.2)	5 (11.7)	3 (6.8)	2 (4.5)

ITEM 6

(Cont'd)

SCHOOL	STRONGLY AGREE	AGREE GENERALLY	NO OPINION	DISAGREE GENERALLY	STRONGLY DISAGREE
9 On-Campus	10 (33.3)	14 (46.7)	2 (6.7)	1 (3.3)	3 (10.0)
Off-Campus	6 (66.7)	0 (0.0)	1 (11.1)	0 (0.0)	2 (22.2)
Total	16 (41.0)	14 (35.1)	3 (21.3)	1 (7.7)	5 (12.8)
TOTAL On-Campus	77 (37.6)	81 (39.5)	20 (9.8)	14 (6.8)	13 (6.3)
TOTAL Off-Campus	45 (47.4)	20 (21.1)	15 (15.8)	9 (9.5)	6 (6.3)
TOTAL All	122 (40.6)	101 (33.6)	35 (11.6)	23 (7.6)	19 (6.3)

ITEM 7

The instructor always responded in a satisfactory manner to the questions I asked

SCHOOL		STRONGLY AGREE	AGREE GENERALLY	NO OPINION	DISAGREE GENERALLY	STRONGLY DISAGREE
1	On-Campus	12 (48.0)	7 (28.0)	4 (16.0)	1 (4.0)	1 (4.0)
	Off-Campus	5 (33.3)	4 (26.7)	4 (26.7)	2 (13.3)	0 (0.0)
	Total	17 (42.5)	11 (27.5)	8 (20.0)	3 (7.5)	1 (2.5)
2	On-Campus	8 (36.4)	5 (22.7)	5 (22.7)	2 (9.1)	2 (9.1)
	Off-Campus	4 (57.1)	1 (14.3)	1 (14.3)	1 (14.3)	0 (0.0)
	Total	12 (41.4)	6 (20.7)	6 (20.7)	3 (10.3)	2 (6.9)
3	On-Campus	11 (45.8)	5 (20.8)	7 (29.2)	1 (4.2)	0 (0.0)
	Off-Campus	8 (80.0)	0 (0.0)	2 (20.0)	0 (0.0)	0 (0.0)
	Total	19 (55.9)	5 (14.7)	9 (26.5)	1 (2.9)	0 (0.0)
4	On-Campus	1 (16.7)	2 (33.3)	3 (50.0)	0 (0.0)	0 (0.0)
	Off-Campus	1 (16.7)	1 (16.7)	3 (50.0)	0 (0.0)	1 (16.7)
	Total	2 (16.6)	3 (25.0)	6 (50.0)	0 (0.0)	1 (8.3)
5	On-Campus	12 (52.2)	4 (17.4)	5 (21.7)	0 (0.0)	2 (8.7)
	Off-Campus	1 (20.0)	4 (80.0)	0 (0.0)	0 (0.0)	0 (0.0)
	Total	13 (46.4)	8 (28.6)	5 (17.9)	0 (0.0)	2 (7.2)
6	On-Campus	11 (55.0)	4 (20.0)	4 (20.0)	1 (5.0)	0 (0.0)
	Off-Campus	6 (46.2)	5 (38.5)	1 (7.7)	0 (0.0)	1 (7.7)
	Total	17 (51.5)	9 (27.3)	5 (15.2)	1 (3.0)	1 (3.0)
7	On-Campus	7 (58.3)	4 (33.3)	1 (8.3)	0 (0.0)	0 (0.0)
	Off-Campus	6 (50.0)	3 (25.0)	1 (8.3)	1 (8.3)	1 (8.3)
	Total	13 (54.2)	7 (29.2)	2 (8.3)	1 (4.2)	1 (4.2)
8	On-Campus	9 (34.6)	10 (38.5)	6 (23.1)	1 (3.8)	0 (0.0)
	Off-Campus	5 (41.7)	5 (41.7)	1 (8.3)	1 (8.3)	0 (0.0)
	Total	14 (36.8)	15 (39.5)	7 (18.4)	2 (5.3)	0 (0.0)

ITEM 7

(Cont'd)

SCHOOL	STRONGLY AGREE	AGREE GENERALLY	NO OPINION	DISAGREE GENERALLY	STRONGLY DISAGREE
9 On-Campus	10 (38.5)	10 (38.5)	0 (0.0)	4 (15.4)	2 (7.7)
Off-Campus	7 (77.8)	0 (0.0)	2 (22.2)	0 (0.0)	0 (0.0)
Total	17 (48.6)	10 (28.6)	2 (5.7)	4 (11.4)	2 (5.7)
TOTAL On-Campus	80 (43.7)	51 (27.9)	35 (19.1)	10 (5.5)	7 (3.8)
TOTAL Off-Campus	44 (48.9)	23 (25.6)	15 (16.7)	5 (5.5)	3 (3.3)
TOTAL All	124 (45.4)	74 (27.1)	50 (18.3)	15 (5.5)	10 (3.7)

ITEM 8

I received suggestions from the instructor on how I might improve my work.

SCHOOL		STRONGLY AGREE	AGREE GENERALLY	NO OPINION	DISAGREE GENERALLY	STRONGLY DISAGREE
1	On-Campus	6 (30.0)	5 (25.0)	4 (20.0)	4 (20.0)	1 (5.0)
	Off-Campus	4 (28.6)	4 (28.6)	3 (21.4)	3 (21.4)	0 (0.0)
	Total	10 (30.3)	9 (27.3)	7 (21.2)	7 (21.2)	1 (3.0)
2	On-Campus	8 (38.1)	8 (38.1)	4 (19.0)	1 (4.8)	0 (0.0)
	Off-Campus	6 (66.7)	1 (11.1)	1 (11.1)	1 (11.1)	0 (0.0)
	Total	14 (46.7)	9 (30.0)	5 (16.7)	2 (6.7)	0 (0.0)
3	On-Campus	14 (56.0)	5 (20.0)	3 (12.0)	2 (8.0)	1 (4.0)
	Off-Campus	5 (55.6)	3 (33.3)	1 (11.1)	0 (0.0)	0 (0.0)
	Total	19 (55.9)	8 (23.5)	4 (11.8)	2 (5.9)	1 (2.9)
4	On-Campus	1 (16.7)	1 (16.7)	1 (16.7)	0 (0.0)	3 (50.0)
	Off-Campus	3 (50.0)	0 (0.0)	2 (33.3)	0 (0.0)	1 (16.7)
	Total	4 (33.3)	1 (8.3)	3 (25.0)	0 (0.0)	4 (33.3)
5	On-Campus	7 (30.4)	4 (17.4)	6 (26.1)	5 (21.7)	1 (4.3)
	Off-Campus	1 (20.0)	2 (40.0)	1 (20.0)	1 (20.0)	0 (0.0)
	Total	8 (28.6)	6 (21.4)	7 (25.0)	6 (21.4)	1 (3.6)
6	On-Campus	6 (31.6)	6 (31.6)	3 (15.8)	4 (21.1)	0 (0.0)
	Off-Campus	5 (41.7)	4 (33.3)	1 (8.3)	1 (8.3)	1 (8.3)
	Total	11 (35.5)	10 (32.3)	4 (12.9)	5 (16.1)	1 (3.2)
7	On-Campus	4 (40.0)	2 (20.0)	1 (10.0)	1 (10.0)	2 (20.0)
	Off-Campus	4 (33.3)	4 (33.3)	3 (25.0)	0 (0.0)	1 (8.3)
	Total	8 (36.4)	6 (27.3)	4 (18.2)	1 (4.5)	3 (16.6)
8	On-Campus	10 (34.5)	11 (37.9)	5 (17.2)	2 (6.9)	1 (3.4)
	Off-Campus	5 (35.7)	7 (50.0)	1 (7.1)	0 (0.0)	1 (7.1)
	Total	15 (34.9)	18 (41.9)	6 (13.9)	2 (4.7)	2 (4.7)

ITEM 8

(Cont'd)

SCHOOL	STRONGLY AGREE	AGREE GENERALLY	NO OPINION	DISAGREE GENERALLY	STRONGLY DISAGREE
9 On-Campus	9 (32.1)	6 (21.4)	10 (35.7)	1 (3.6)	2 (7.1)
Off-Campus	5 (62.5)	1 (12.5)	1 (12.5)	1 (12.5)	0 (0.0)
Total	14 (37.8)	7 (18.9)	11 (29.7)	2 (5.4)	2 (5.4)
TOTAL On-Campus	65 (35.9)	48 (26.5)	37 (20.4)	20 (11.0)	11 (6.1)
TOTAL Off-Campus	38 (42.7)	26 (29.2)	14 (15.7)	7 (7.9)	4 (4.9)
TOTAL All	103 (38.1)	74 (27.4)	51 (18.9)	27 (10.0)	15 (5.6)

ITEM 9

I would recommend this instructor to other independent study students

SCHOOL		N(%) STRONGLY AGREE	AGREE GENERALLY	NO OPINION	DISAGREE GENERALLY	STRONGLY DISAGREE
1	On-Campus	19 (63.3)	7 (23.3)	2 (6.7)	1 (3.3)	1 (3.3)
	Off-Campus	5 (35.7)	5 (35.7)	2 (14.3)	2 (14.3)	0 (0.0)
	Total	24 (55.8)	12 (27.9)	4 (9.3)	3 (7.0)	1 (2.3)
2	On-Campus	9 (45.0)	5 (25.0)	5 (25.0)	1 (5.0)	0 (0.0)
	Off-Campus	5 (55.6)	0 (0.0)	1 (11.1)	3 (33.3)	0 (0.0)
	Total	14 (48.3)	5 (17.2)	6 (20.7)	4 (13.8)	0 (0.0)
3	On-Campus	15 (57.7)	6 (23.1)	4 (15.4)	1 (3.8)	0 (0.0)
	Off-Campus	6 (60.0)	3 (30.0)	1 (10.0)	0 (0.0)	0 (0.0)
	Total	21 (58.3)	9 (25.0)	5 (13.9)	1 (2.8)	0 (0.0)
4	On-Campus	1 (16.7)	2 (33.3)	0 (0.0)	1 (16.7)	2 (33.3)
	Off-Campus	2 (25.0)	3 (37.5)	2 (25.0)	0 (0.0)	1 (12.5)
	Total	3 (21.4)	5 (7.1)	2 (14.3)	1 (7.1)	3 (21.4)
5	On-Campus	12 (50.0)	8 (33.3)	3 (12.5)	0 (0.0)	1 (4.2)
	Off-Campus	3 (60.0)	1 (20.0)	0 (0.0)	1 (20.0)	0 (0.0)
	Total	15 (51.7)	9 (31.0)	3 (10.3)	1 (3.4)	1 (3.4)
6	On-Campus	11 (52.4)	5 (23.8)	4 (19.0)	1 (14.8)	0 (0.0)
	Off-Campus	9 (60.0)	3 (20.0)	2 (13.3)	0 (0.0)	1 (6.7)
	Total	20 (57.1)	8 (22.9)	6 (17.1)	1 (2.9)	1 (2.9)
7	On-Campus	8 (57.1)	1 (7.1)	3 (21.4)	0 (0.0)	2 (14.3)
	Off-Campus	3 (23.1)	6 (46.2)	4 (40.8)	0 (0.0)	0 (0.0)
	Total	11 (40.7)	7 (25.9)	7 (25.9)	0 (0.0)	2 (3.7)
8	On-Campus	11 (39.3)	13 (46.4)	3 (10.7)	1 (3.6)	0 (0.0)
	Off-Campus	6 (40.0)	5 (33.3)	3 (20.0)	0 (0.0)	1 (6.7)
	Total	17 (39.5)	18 (41.7)	6 (14.0)	1 (2.3)	1 (2.3)

ITEM 9

(Cont'd)

SCHOOL		STRONGLY AGREE	AGREE GENERALLY	NO OPINION	DISAGREE GENERALLY	STRONGLY DISAGREE
9	On-Campus	9 (32.1)	12 (42.9)	2 (7.1)	3 (10.7)	2 (7.1)
	Off-Campus	5 (62.5)	1 (12.5)	1 (12.5)	1 (12.5)	0 (0.0)
	Total	14 (38.9)	13 (36.1)	3 (8.3)	4 (11.1)	2 (5.5)
TOTAL On-Campus		95 (48.2)	59 (29.9)	26 (13.2)	9 (4.6)	8 (4.1)
TOTAL Off-Campus		44 (45.4)	27 (27.8)	16 (16.5)	6 (6.2)	4 (4.1)
TOTAL All		139 (47.3)	86 (29.3)	42 (14.3)	15 (5.1)	12 (4.1)

ITEM 10

The lesson assignments for this course were clearly stated and easy to understand

N(%)

SCHOOL		STRONGLY AGREE	AGREE GENERALLY	NO OPINION	DISAGREE GENERALLY	STRONGLY DISAGREE
1	On-Campus	13 (44.8)	14 (48.2)	1 (3.4)	1 (3.4)	0 (0.0)
	Off-Campus	6 (50.0)	5 (41.7)	1 (8.3)	0 (0.0)	0 (0.0)
	Total	19 (46.3)	19 (46.3)	2 (4.9)	1 (2.4)	0 (0.0)
2	On-Campus	5 (23.8)	10 (47.6)	3 (14.3)	2 (9.5)	1 (4.8)
	Off-Campus	1 (11.1)	4 (44.4)	3 (33.3)	1 (11.1)	0 (0.0)
	Total	6 (20.0)	14 (46.7)	6 (20.0)	3 (10.0)	1 (3.3)
3	On-Campus	14 (48.3)	10 (34.5)	3 (10.3)	2 (6.9)	0 (0.0)
	Off-Campus	5 (55.6)	3 (33.3)	0 (0.0)	0 (0.0)	1 (11.1)
	Total	19 (50.0)	13 (34.2)	3 (7.9)	2 (5.3)	1 (2.6)
4	On-Campus	4 (44.4)	5 (55.6)	0 (0.0)	0 (0.0)	0 (0.0)
	Off-Campus	3 (33.3)	3 (33.3)	3 (33.3)	0 (0.0)	0 (0.0)
	Total	7 (38.9)	8 (44.4)	3 (16.7)	0 (0.0)	0 (0.0)
5	On-Campus	9 (33.3)	15 (55.6)	3 (11.1)	0 (0.0)	0 (0.0)
	Off-Campus	2 (33.3)	4 (66.7)	0 (0.0)	0 (0.0)	0 (0.0)
	Total	11 (33.3)	19 (57.6)	3 (9.1)	0 (0.0)	0 (0.0)
6	On-Campus	10 (45.5)	9 (40.9)	1 (4.5)	1 (4.5)	1 (4.5)
	Off-Campus	4 (26.7)	9 (60.0)	1 (6.7)	0 (0.0)	1 (6.7)
	Total	14 (37.8)	18 (48.6)	2 (5.4)	1 (2.7)	2 (5.4)
7	On-Campus	6 (42.9)	5 (35.7)	1 (7.1)	1 (7.1)	1 (7.1)
	Off-Campus	6 (40.0)	5 (33.3)	1 (6.7)	2 (13.3)	1 (6.7)
	Total	12 (41.4)	10 (34.5)	2 (6.9)	3 (10.3)	2 (6.9)
8	On-Campus	9 (32.1)	10 (35.7)	4 (14.3)	2 (7.1)	3 (10.7)
	Off-Campus	4 (26.7)	7 (46.7)	2 (13.3)	1 (6.7)	1 (6.7)
	Total	13 (30.2)	17 (39.5)	6 (14.0)	3 (7.0)	4 (9.3)

ITEM 10

(Cont'd)

SCHOOL	STRONGLY AGREE	AGREE GENERALLY	NO OPINION	DISAGREE GENERALLY	STRONGLY DISAGREE
9 On-Campus	9 (31.0)	14 (48.3)	4 (13.8)	2 (6.9)	0 (0.0)
Off-Campus	5 (62.5)	2 (25.0)	0 (0.0)	1 (12.5)	0 (0.0)
Total	14 (37.8)	16 (43.2)	4 (10.8)	3 (8.1)	0 (0.0)
TOTAL On-Campus	79 (38.0)	92 (44.2)	20 (9.6)	11 (5.3)	6 (2.9)
TOTAL Off-Campus	36 (36.7)	42 (42.9)	10 (10.2)	6 (6.1)	4 (4.1)
TOTAL All	115 (37.6)	134 (43.7)	30 (9.8)	17 (5.6)	10 (3.3)

ITEM 11

I remember the course content as least as well as if I had taken the course on-campus.

N(%)

SCHOOL		STRONGLY AGREE	AGREE GENERALLY	NO OPINION	DISAGREE GENERALLY	STRONGLY DISAGREE
1	On-Campus	17 (58.6)	10 (34.4)	1 (3.4)	1 (3.4)	0 (0.0)
	Off-Campus	7 (53.8)	2 (15.4)	1 (7.7)	2 (15.4)	1 (7.7)
	Total	24 (57.1)	12 (28.6)	2 (4.8)	3 (7.1)	1 (2.4)
2	On-Campus	8 (38.1)	6 (28.6)	3 (14.3)	2 (9.5)	2 (9.5)
	Off-Campus	4 (44.4)	3 (33.3)	1 (11.1)	1 (11.1)	0 (0.0)
	Total	12 (40.0)	9 30.0)	4 (13.3)	3 (10.0)	2 (6.7)
3	On-Campus	12 (42.9)	8 (28.6)	4 (14.3)	3 (10.7)	1 (3.6)
	Off-Campus	4 (40.0)	3 (30.0)	0 (0.0)	2 (20.0)	1 (10.0)
	Total	16 (43.2)	11 (29.7)	4 (10.8)	5 (13.5)	2 (5.4)
4	On-Campus	4 (44.4)	2 (22.2)	0 (0.0)	1 (11.1)	2 (22.2)
	Off-Campus	4 (44.4)	2 (22.2)	3 (33.3)	0 (0.0)	0 (0.0)
	Total	8 (44.4)	4 (22.2)	3 (16.7)	1 (5.6)	2 (11.1)
5	On-Campus	10 (38.5)	9 (34.6)	2 (7.7)	3 (11.5)	2 (7.7)
	Off-Campus	3 (50.0)	3 (50.0)	0 (0.0)	0 (0.0)	0 (0.0)
	Total	13 (40.1)	12 (37.5)	2 (6.3)	3 (9.4)	2 (6.3)
6	On-Campus	7 (31.8)	10 (45.4)	0 (0.0)	3 (13.6)	2 (9.1)
	Off-Campus	5 (35.7)	7 (50.0)	2 (14.3)	0 (0.0)	0 (0.0)
	Total	12 (33.3)	17 (47.2)	2 (5.6)	3 (8.3)	2 (5.6)
7	On-Campus	8 (57.1)	3 (21.4)	1 (7.1)	1 (7.1)	1 (7.1)
	Off-Campus	5 (35.7)	4 (28.6)	2 (14.3)	2 (14.3)	1 (7.1)
	Total	13 (46.4)	7 (25.0)	3 (10.7)	3 (10.7)	2 (7.1)
8	On-Campus	11 (37.9)	11 (37.9)	4 (13.8)	2 (6.9)	1 (3.4)
	Off-Campus	5 (33.3)	7 (46.7)	2 (13.3)	1 (6.7)	0 (0.0)
	Total	16 (36.4)	18 (40.1)	6 (13.6)	3 (6.8)	1 (2.3)

ITEM 11

(Cont'd)

SCHOOL	STRONGLY AGREE	AGREE GENERALLY	NO OPINION	DISAGREE GENERALLY	STRONGLY DISAGREE
9 On-Campus	9 (33.3)	12 (44.4)	3 (11.1)	2 (7.4)	1 (3.7)
Off-Campus	5 (62.5)	0 (0.0)	2 (25.0)	1 (12.5)	0 (0.0)
Total	14 (40.0)	12 (34.3)	5 (14.3)	3 (8.6)	1 (2.9)
TOTAL On-Campus	86 (42.0)	71 (34.6)	18 (8.8)	18 (8.8)	12 (5.9)
TOTAL Off-Campus	42 (42.9)	31 (31.6)	13 (13.3)	9 (9.2)	3 (3.1)
TOTAL All	128 (42.2)	102 (33.6)	31 (10.2)	27 (8.9)	15 (5.0)

ITEM 12

I found the course to be at least as thorough as an on-campus course.

N(%)

SCHOOL		STRONGLY AGREE	AGREE GENERALLY	NO OPINION	DISAGREE GENERALLY	STRONGLY DISAGREE
1	On-Campus	19 (63.3)	10 (33.3)	1 (3.3)	0 (0.0)	0 (0.0)
	Off-Campus	5 (38.5)	5 (38.5)	2 (15.4)	1 (7.7)	0 (0.0)
	Total	24 (55.8)	15 (34.9)	3 (7.0)	1 (2.3)	0 (0.0)
2	On-Campus	9 (42.9)	5 (23.8)	4 (19.0)	3 (14.3)	0 (0.0)
	Off-Campus	4 (44.4)	2 (22.2)	1 (11.1)	2 (22.2)	0 (0.0)
	Total	13 (43.3)	7 (23.3)	5 (16.7)	5 (16.7)	0 (0.0)
3	On-Campus	15 (53.6)	9 (32.1)	1 (3.6)	3 (10.7)	0 (0.0)
	Off-Campus	6 (60.0)	3 (30.0)	0 (0.0)	0 (0.0)	1 (10.0)
	Total	21 (55.3)	12 (31.6)	1 (2.6)	3 (7.9)	1 (2.6)
4	On-Campus	4 (44.4)	4 (44.4)	0 (0.0)	1 (11.1)	0 (0.0)
	Off-Campus	5 (62.5)	1 (12.5)	2 (25.0)	0 (0.0)	0 (0.0)
	Total	9 (52.9)	5 (29.0)	2 (11.8)	1 (5.9)	0 (0.0)
5	On-Campus	9 (33.3)	9 (33.3)	7 (25.9)	0 (0.0)	2 (7.4)
	Off-Campus	3 (50.0)	3 (50.0)	0 (0.0)	0 (0.0)	0 (0.0)
	Total	12 (36.4)	12 (36.4)	7 (21.2)	0 (0.0)	2 (6.1)
6	On-Campus	8 (36.4)	7 (31.8)	2 (9.1)	3 (13.6)	2 (9.1)
	Off-Campus	6 (40.0)	6 (40.0)	2 (13.3)	0 (0.0)	1 (6.7)
	Total	14 (37.8)	13 (35.1)	4 (10.8)	3 (8.1)	3 (8.1)
7	On-Campus	10 (71.4)	2 (14.3)	0 (0.0)	1 (7.1)	1 (7.1)
	Off-Campus	6 (40.0)	2 (13.3)	3 (20.0)	1 (6.7)	3 (20.0)
	Total	16 (55.2)	4 (13.8)	3 (10.3)	2 (6.9)	4 (13.8)
8	On-Campus	15 (53.6)	7 (25.0)	4 (14.3)	2 (7.1)	0 (0.0)
	Off-Campus	6 (40.0)	6 (40.0)	3 (20.0)	0 (0.0)	0 (0.0)
	Total	21 (48.8)	13 (30.2)	7 (16.3)	2 (46.5)	0 (0.0)

ITEM 12

(Cont'd)

SCHOOL	STRONGLY AGREE	AGREE GENERALLY	NO OPINION	DISAGREE GENERALLY	STRONGLY DISAGREE
9 On-Campus	10 (37.0)	9 (33.3)	6 (22.2)	2 (7.4)	0 (0.0)
Off-Campus	2 (25.0)	3 (37.5)	1 (12.5)	2 (25.0)	0 (0.0)
Total	12 (36.4)	12 (36.4)	7 (21.2)	4 (12.1)	0 (0.0)
TOTAL On-Campus	99 (48.1)	62 (30.1)	25 (12.1)	15 (7.3)	5 (2.4)
TOTAL Off-Campus	43 (43.4)	31 (31.3)	12 (12.1)	7 (7.1)	6 (6.1)
TOTAL All	142 (46.6)	93 (30.4)	37 (12.1)	22 (7.2)	11 (3.6)

ITEM 13

I would take another course through the independent study Program at this university.

N(%)

SCHOOL		STRONGLY AGREE	AGREE GENERALLY	NO OPINION	DISAGREE GENERALLY	STRONGLY DISAGREE
1	On-Campus	15 (51.7)	9 (31.0)	2 (6.9)	3 (10.3)	0 (0.0)
	Off-Campus	8 (61.5)	4 (30.8)	0 (0.0)	1 (7.7)	0 (0.0)
	Total	23 (54.8)	13 (31.0)	2 (4.8)	4 (9.5)	0 (0.0)
2	On-Campus	8 (40.0)	8 (40.0)	2 (40.0)	1 (5.0)	1 (5.0)
	Off-Campus	2 (25.0)	5 (62.5)	0 (0.0)	0 (0.0)	1 (12.5)
	Total	10)35.7)	13 (46.4)	2 (7.1)	1 (3.6)	2 (7.1)
3	On-Campus	13 (44.8)	8 (27.6)	4 (13.8)	1 (3.4)	3 (10.3)
	Off-Campus	8 (80.0)	2 (20.0)	0 (0.0)	0 (0.0)	0 (0.0)
	Total	21 (53.8)	10 (25.6)	4 (10.3)	1 (2.6)	3 (7.7)
4	On-Campus	4 (44.4)	2 (22.2)	2 (22.2)	0 (0.0)	1 (11.1)
	Off-Campus	4 (50.0)	3 (37.5)	1 (12.5)	0 (0.0)	0 (0.0)
	Total	8 (47.1)	5 (29.4)	3 (17.6)	0 (0.0)	1 (5.9)
5	On-Campus	17 (63.0)	5 (18.5)	3 (11.1)	0 (0.0)	2 (7.4)
	Off-Campus	3 (50.0)	1 (16.7)	2 (33.3)	0 (0.0)	0 (0.0)
	Total	20 (60.6)	6 (18.2)	5 (15.2)	0 (0.0)	2 (6.1)
6	On-Campus	8 (40.0)	6 (30.0)	3 (15.0)	2 (10.0)	1 (5.0)
	Off-Campus	8 (53.3)	3 (20.0)	2 (13.3)	0 (0.0)	2 (13.3)
	Total	16 (45.7)	9 (25.7)	5 (14.3)	2 (5.7)	3 (8.6)
7	On-Campus	9 (64.3)	2 (14.3)	2 (14.3)	1 (7.1)	0 (0.0)
	Off-Campus	6 (42.9)	1 (7.1)	5 (35.7)	0 (0.0)	2 (14.3)
	Total	15 (53.6)	3 (10.7)	7 (25.0)	1 (3.6)	2 (7.1)
8	On-Campus	12 (41.4)	7 (24.1)	6 (21.0)	3 (10.3)	1 (3.4)
	Off-Campus	6 (40.0)	5 (33.3)	2 (13.3)	1 (6.7)	1 (6.7)
	Total	18 (40.9)	12 (27.3)	8 (18.2)	4 (9.1)	2 (4.5)

ITEM 13

(Cont'd)

SCHOOL	STRONGLY AGREE	AGREE GENERALLY	NO OPINION	DISAGREE GENERALLY	STRONGLY DISAGREE
9 On-Campus	10 (38.5)	9 (34.6)	2 (7.7)	3 (11.5)	2 (7.7)
Off-Campus	5 (62.5)	1 (12.5)	1 (12.5)	0 (0.0)	1 (12.5)
Total	15 (44.1)	10 (29.4)	3 (8.9)	3 (8.9)	3 (8.9)
TOTAL On-Campus	96 (47.8)	56 (27.9)	26 (12.9)	14 (7.0)	9 (4.5)
TOTAL Off-Campus	50 (50.5)	25 (25.3)	13 (13.1)	2 (2.0)	9 (9.1)
TOTAL All	146 (48.7)	81 (27.0)	39 (13.0)	16 (5.3)	18 (6.0)

APPENDIX II

Statistical Tables

NOTE: In some instances, original categories of variables have been collapsed to meet statistical assumptions.

NOTE: Tables 11 through 15 represent comparative data of independent study students and "traditional" students enrolled in normal university classes. The information in these tables is not discussed in the text (since such comparisons were beyond the intent of the study), but have been included here to provide additional information concerning student populations.

TABLE 1

Sex and Age

N/(%)

SEX	AGE					TOTAL
	16 - 20	21 - 22	23 - 24	25 - 34	Over 34	
MALE	9 (9.1)	30 (30.3)	14 (14.1)	36 (36.4)	10 (10.1)	99 (100)
FEMALE	38 (18.1)	64 (30.5)	21 (10.0)	50 (23.8)	37 (17.6)	210 (100)

X^2 = 10.916 with 4 df

Significant at the .01 level

TABLE 2

Age and Number of Other Credits

N/(%)

AGE	NUMBER OF OTHER CREDITS			TOTAL
	0 - 3	4 - 12	Over 12	
16-20	11 (23.9)	8 (17.4)	27 (58.7)	46 (100)
21-22	23 (24.5)	20 (21.3)	51 (54.2)	94 (100)
23-24	15 (44.1)	7 (20.6)	12 (35.3)	34 (100)
25-34	46 (53.4)	28 (32.6)	12 (14.0)	86 (100)
Over 34	24 (54.6)	16 (36.4)	4 (9.0)	44 (100)

X^2 = 57.842 with 8 df

Significant at .01 level

(53)

TABLE 3

Campus Location and Age

N/(%)

CAMPUS LOCATION	AGE					TOTAL
	16-20	21-22	23-24	25-34	Over 34	
ON CAMPUS	40 (19.1)	75 (35.7)	25 (11.9)	49 (23.3)	21 (10.0)	210 (100)
OFF CAMPUS	7 (7.1)	19 (19.2)	10 (10.1)	37 (37.4)	26 (26.2)	99 (100)

X^2 = 29.040 with 4 df

Significant at .01 level

TABLE 4

Sex and Marital Status

N (%)

SEX	MARITAL STATUS		TOTAL
	MARRIED	SINGLE	
MALE	43 (44.3)	54 (55.7)	97 (100)
FEMALE	89 (42.4)	121 (57.6)	210 (100)

X^2 = .103 with 1 df

Not Significant

TABLE 5

Sex and Campus Location

N (%)

SEX	CAMPUS LOCATION		TOTAL
	ON CAMPUS	OFF CAMPUS	
MALE	65 (65.6)	34 (34.4)	99 (100.0)
FEMALE	145 (69.1)	65 (30.9)	210 (100.0)

X^2 = .355 with 1 df
Not Significant

TABLE 6

Sex and Application of Credits to Degree

N (%)

SEX	CREDITS APPLIED TO DEGREE		TOTAL
	YES	NO	
MALE	81 (81.8)	18 (18.2)	99 (100.0)
FEMALE	172 (82.3)	37 (17.7)	209 (100.0)

X^2 = .010 with 1 df
Not Significant

TABLE 7

Sex and College Classification

N/(%)

SEX	COLLEGE CLASSIFICATION					TOTAL
	FRESH	SOPH	JR	SR	GRAD/UNCLASS	
MALE	6 (6.1)	6 (6.1)	9 (9.1)	57 (57.6)	21 (21.1)	99 (100.0)
FEMALE	11 (5.3)	25 (12.1)	25 (12.1)	111 (53.6)	35 (16.9)	207 (100.0)

X^2 = 3.866 with 4 df Not Significant

TABLE 8

Campus Location and College Classification

N/(%)

CAMPUS LOCATION	COLLEGE CLASSIFICATION					TOTAL
	FRESHMAN	SOPHOMORE	JUNIOR	SENIOR	GRAD/UNCLASS	
ON CAMPUS	11 (5.3)	23 (11.0)	26 (12.4)	121 (57.9)	28 (13.4)	209 (100.0)
OFF CAMPUS	6 (6.2)	8 (8.2)	8 (8.2)	47 (48.5)	28 (28.9)	97 (100.0)

X^2 = 11.385 with 4 df

Significant at .05 level

TABLE 9

Campus Location and Marital Status

N (%)

CAMPUS LOCATION	MARITAL STATUS		TOTAL
	MARRIED	SINGLE	
ON CAMPUS	76 (36.4)	133 (63.6)	209 (100.0)
OFF CAMPUS	57 (57.6)	42 (42.4)	99 (100.0)

X^2 = 12.320 with 1 df

Significant at the .01 level

TABLE 10

Campus Location and Number of Hours Employed

N/(%)

CAMPUS LOCATION	NUMBER OF HOURS EMPLOYED			TOTAL
	0 - 20	21 - 40	OVER 40	
ON CAMPUS	131 (61.5)	45 (21.1)	37 (17.4)	213 (100.0)
OFF CAMPUS	47 (45.6)	27 (26.2)	29 (28.2)	103 (100.0)

X^2 = 7.759 with 2 df Significant at .05 level

TABLE 11

Student Type and Age

N (%)

Student Type	AGE					Total
	16-20	21-22	23-24	25-34	Over 34	
ISP	47 (15.2)	94 (30.4)	35 (11.3)	86 (27.8)	47 (15.2)	309 (99.9)
University	276 (40.5)	176 (25.8)	100 (14.7)	113 (16.6)	17 (2.5)	682 (100.1)

X^2 = 111.518 with 4 df

Significant at .01 level

TABLE 12

Student Type and Sex

N (%)

Student Type	SEX		Total
	MALE	FEMALE	
ISP	99 (32.0)	210 (68.0)	309 (100.0)
University	353 (51.8)	328 (48.2)	681 (100.0)

X^2 = 33.608 with 1 df

Significant at .01 level

TABLE 13

Student Type and Marital Status

N (%)

Student Type	MARITAL STATUS		TOTAL
	MARRIED	SINGLE	
ISP	133 (43.3)	174 (56.7)	307 (100.0)
University	158 (23.2)	522 (76.8)	680 (100.0)

x^2 = 41.077 with 1 df

Significant at .01 level

TABLE 14

Student Type and College Classification

N (%)

Student Type	COLLEGE CLASSIFICATION					TOTAL
	FRESH	SOPH	JR	SR	GRAD/UNCLASS.	
ISP	17 (5.6)	31 (10.1)	34 (11.1)	168 (54.9)	56 (18.3)	306 (100.0)
University	146 (23.0)	129 (20.3)	141 (22.2)	128 (20.1)	92 (14.5)	636 (100.1)

x^2 = 143.737 with 4 df

Significant at .01 level

TABLE 15

Student Type and Student Status

N (%)

Student Type	STUDENT STATUS		TOTAL
	FULL-TIME	PART-TIME	
ISP	106 (34.9)	198 (65.1)	304 (100.0)
University	576 (84.9)	102 (15.1)	678 (100.0)

X^2 = 248.022 with 1 df

Significant at .01 level

TABLE 16

Summary of Response to Selected Items

N(%)

ITEM	EXCELLENT	VERY GOOD	GOOD	FAIR	POOR
1[a] (N=304)	54 (17.7)	127 (41.6)	88 (28.9)	28 (9.2)	7 (2.3)

	AGREE		NO	DISAGREE	
	Strongly	Generally	OPINION	Generally	Strongly
2[b] (N=258)	68 (26.4)	91 (35.3)	65 (25.2)	24 (9.3)	10 (3.8)
7[c] (N=273)	124 (45.4)	74 (27.1)	50 (18.3)	15 (5.5)	10 (3.7)
8[d] (N=270)	103 (38.1)	74 (27.4)	51 (18.9)	27 (10.0)	15 (5.6)
11[e] (N=303)	128 (42.2)	102 (33.6)	31 (10.2)	27 (8.9)	15 (5.0)
12[f] (N=305)	142 (46.6)	93 (30.4)	37 (12.1)	22 (7.2)	11 (3.6)
13[g] (N=300)	146 (48.7)	81 (27.0)	39 (13.0)	16 (5.3)	18 (6.0)

[a] $X^2 = 150.309$

[b] $X^2 = 87.078$

[c] $X^2 = 160.645$

[d] $X^2 = 93.704$

[e] $X^2 = 170.647$

[f] $X^2 = 199.705$

[g] $X^2 = 199.633$

NOTE: All tests were with 4 degrees of freedom and significant at the .01 level.

TABLE 17

Age and Selected Evaluations Items

N (%)

Part A: Item I (General Evaluation of Course)

AGE	POOR or FAIR	GOOD	VERY GOOD or EXCELLENT
16-20	10 (21.7)	14 (16-7)	23 (12.8)
21-22	16 (34.8)	25 (29.8)	53 (29.6)
23-24	7 (15.2)	8 (9.5)	20 (11.2)
25-34	10 (21.7)	19 (22.6)	57 (31.8)
Over 34	3 (6.5)	18 (21.4)	26 (14.5)
Total	46 (100)	84 (100)	179 (100)

$X^2 = 10.203$ with 8 df

Not Significant

TABLE 17 (continued)

Part B: Item 2 (Availability of Reference Marerial)

AGE	AGREE	NO OPINION	DISAGREE
16-20	23 (14.8)	10 (15.6)	5 (15.2)
21-22	49 (31.6)	19 (29.7)	12 (36.4)
23-24	21 (13.5)	6 (9.4)	4 (12.1)
25-34	43 (27.7)	21 (32.8)	8 (24.2)
Over 34	19 (12.3)	8 (12.5)	4 (12.1)
Total	155 (100)	64 (100)	33 (100)

$X^2 = 1.629$ with 8 df
Not Significant

TABLE 17 (continued)

Part C: Item 7 (Instructor Responded to Questions)

AGE	AGREE	NO OPINION	DISAGREE
16-20	27 (13.9)	11 (22.0)	4 (17.4)
21-22	64 (33.0)	13 (26.0)	7 (30.4)
23-24	22 (11.3)	6 (12.0)	3 (13.0)
25-34	49 (25.3)	14 (28.0)	8 (34.8)
Over 34	32 (16.5)	6 (12.0)	1 (4.3)
Total	194 (100)	50 (100)	23 (100)

$X^2 = 5.491$ with 8 df

Not Significant

TABLE 17 (continued)

Part D: Item 8 (Instructor Made Suggestions for Improvement)

AGE	AGREE	NO OPINION	DISAGREE
16-20	23 (13.1)	10 (20.0)	6 (15.4)
21-22	54 (30.9)	15 (30.0)	16 (41.0)
23-24	20 (11.4)	7 (14.0)	4 (10.3)
25-34	46 (26.3)	13 (26.0)	11 (28.2)
Over 34	32 (18.3)	5 (10.0)	2 (5.1)
Total	175 (100)	50 (18.9)	39 (100)

$X^2 = 7.410$ with 8 df

Not Significant

TABLE 17 (continued)

Part E: Item 9 (I Would Recommend this Instructor)

AGE	AGREE	NO OPINION	DISAGREE
16-20	28 (12.6)	11 (27.5)	2 (7.7)
21-22	78 (35.0)	7 (17.5)	6 (23.1)
23-24	26 (11.7)	1 (2.5)	6 (23.1)
25-34	58 (26.0)	17 (42.5)	5 (19.2)
Over 34	33 (14.8)	4 (10.0)	7 (26.9)
Total			

$X^2 = 23.163$ with 8 df
Significant at .01 level

TABLE 17 (continued)

Part F: Item 11 (I will Remember Course Content)

AGE	AGREE	NO OPINION	DISAGREE
16-20	34 (15.0)	2 (6.7)	5 (12.5)
21-22	72 (31.9)	11 (36.7)	7 (17.1)
23-24	26 (11.5)	2 (6.7)	7 (17.1)
25-34	61 (27.0)	9 (30.0)	15 (36.6)
Over 34	33 (14.6)	6 (20.0)	7 (17.1)
Total	226 (100)	30 (100)	41 (100)

$X^2 = 7.754$ with 8 df
Not Significant

TABLE 17 (continued)

Part G: Item 12 (Course Was as Thorough as On-Campus Course)

AGE	AGREE	NO OPINION	Disagree
16-20	35 (15.2)	4 (11.1)	3 (9.4)
21-22	65 (28.3)	19 (52.8)	7 (21.9)
23-24	27 (11.7)	2 (5.6)	6 (18.8)
25-39	70 (30.4)	6 (16.7)	9 (28.1)
Over 34	33 (14.3)	5 (13.9)	7 (21.9)
Total	230 (100)	36 (100)	32 (100)

$x^2 = 13.622$ with 8 df

Not Significant

TABLE 17 (continued)

Part H: Item 13 (I Would Take Another Independent Study Course)

AGE	AGREE	NO OPINION	DISAGREE
16-20	34 (15.2)	4 (10.5)	4 (12.1)
21-22	67 (30.0)	12 (31.6)	12 (36.4)
23-24	26 (11.7)	4 (10.5)	5 (15.2)
25-34	64 (28.7)	8 (21.1)	9 (27.3)
Over 34	32 (14.3)	10 (26.3)	3 (9.1)
Total	223 (100)	38 (100)	33 (100)

$X^2 = 6.034$ with 8 df

Not Significant

TABLE 18

Sex and Selected Evaluation Items

N (%)

Part A: Item 1 (General Evaluation of Course)

SEX	EXCELLENT OR VERY GOOD	GOOD	FAIR or POOR
MALE	57 (31.8)	27 (32.1)	15 (32.6)
FEMALE	122 (68.2)	57 (67.9)	31 (67.4)
Total	179 (100)	84 (100)	46 (100)

$X^2 = 0.010$ with 2 df
Not Significant

Part B: Item 2 (Availability of Reference Material)

SEX	AGREE	NO OPINION	DISAGREE
MALE	54 (34.8)	21 (32.8)	10 (30.8)
FEMALE	101 (65.2)	43 (67.2)	23 (69.7)
Total	155 (100)	64 (100)	33 (100)

$X^2 = 0.283$ with 2 df
Not Significant

TABLE 18 (continued)

Part C: Item 7 (Instructor Answered Questions)

SEX	AGREE	NO OPINION	DISAGREE
MALE	59 (30.4)	17 (34.0)	12 (52.2)
FEMALE	135 (69.6)	33 (66.0)	11 (47.8)
Total	194 (100)	50 (100)	23 (100)

X^2 = 4.437 with 2 df
Not Significant

Part D: Item 8 (Instructors Made Suggestions for Improvement)

SEX	AGREE	NO OPINION	DISAGREE
MALE	58 (33.1)	18 (36.0)	11 (28.2)
FEMALE	117 (66.9)	32 (64.0)	28 (71.8)
Total	175 (100)	50 (100)	39 (100)

X^2 = 0.611 with 2 df
Not Significant

TABLE 18 (continued)

Part E: Item 9 (I Would Recommend this Instructor)

SEX	AGREE	NO OPINION	DISAGREE
MALE	68 (30.5)	17 (42.5)	9 (34.6)
FEMALE	155 (69.5)	23 (57.5)	17 (65.4)
Total	223 (100)	40 (100)	26 (100)

X^2 = 2.285 with 2 df
Not Significant

Part F: Item 11 (I Will Remember Course Content)

SEX	AGREE	NO OPINION	DISAGREE
MALE	67 (29.6)	12 (40.0)	15 (36.6)
FEMALE	159 (70.4)	18 (60.0)	26 (63.4)
Total	226 (100)	30 (100)	41 (100)

X^2 = 1.848 with 2 df
Not Significant

TABLE 18 (continued)

Part G: Item 12 (Course was as Thorough as an On-Campus Course)

SEX	AGREE	NO OPINION	DISAGREE
MALE	73 (31.7)	13 (36.1)	9 (28.1)
FEMALE	157 (68.3)	23 (63.9)	23 (71.9)
Total	230 (100)	36 (100)	32 (100)

X^2 = 0.507 with 2 df
Not Significant

Part H: Item 13 (I Would Take Another Independent Study Course)

SEX	AGREE	NO OPINION	DISAGREE
MALE	65 (29.1)	15 (39.5)	14 (42.4)
FEMALE	158 (70.9)	23 (60.5)	19 (57.6)
Total	223 (100)	38 (100)	33 (100)

X^2 = 3.458 with 2 df
Not Significant

TABLE 19

Marital Status and Selected Eval Items

N (%)

Part A: Item 1 (General Evaluation of Course)

STATUS	EXCELLENT or VERY GOOD	GOOD	FAIR or POOR
MARRIED	78 (43.6)	42 (50.6)	13 (28.3)
SINGLE	101 (56.4)	41 (49.4)	33 (71.7)
Total	179 (100)	83 (100)	46 (100)

$X^2 = 6.048$ with 2 df
Significant at .05 level

Part B: Item 2 (Availibity of Reference Material)

STATUS	AGREE	NO OPINION	DISAGREE
MARRIED	67 (43.5)	25 (39.7)	12 (36.4)
SINGLE	87 (56.5)	38 (60.3)	21 (63.6)
Total	154 (100)	63 (100)	33 (100)

$X^2 = 0.698$ with 2 df
Not Significant

TABLE 19 (continued)

Part C: Item 7 (Instructor Answered Questions)

STATUS	AGREE	NO OPINION	DISAGREE
MARRIED	79 (40.9)	21 (42.0)	11 (47.8)
SINGLE	114 (59.1)	29 (58.0)	12 (52.2)
Total	193 (100)	50 (100)	23 (100)

X^2 = 0.403 with 2 df
Not Significant

Part D: Item 8 (Instructor Made Suggestions for Improvement)

STATUS	AGREE	NO OPINION	DISAGREE
MALE	77 (44.0)	19 (38.8)	16 (41.0)
FEMALE	98 (56.0)	30 (61.2)	23 (59.0)
Total	175 (100)	49 (100)	39 (100)

X^2 = 0.473 with 2 df
Not Significant

TABLE 19 (continued)

Part E: Item 9 (I Would Recommend this Instructor)

STATUS	AGREE	NO OPINION	DISAGREE
MALE	97 (43.7)	17 (42.5)	13 (50.0)
FEMALE	125 (56.3)	23 (57.5)	13 (50.0)
Total	222 (100)	40 (100)	26 (100)

X^2 = 0.424 with 2 df
Not Significant

Part F: Item 11 (I Will Remember Course Content)

STATUS	AGREE	NO OPINION	DISAGREE
MARRIED	99 (44.0)	10 (33.3)	23 (56.1)
SINGLE	126 (56.0)	20 (66.7)	18 (43.9)
Total	225 (100)	30 (100)	41 (100)

X^2 = 3.768 with 2 df
Not Significant

TABLE 19 (continued)

Part G: Item 12 (Course Was as Thorough as On-Campus Course)

STATUS	AGREE	NO OPINION	DISAGREE
MARRIED	106 (46.3)	10 (27.8)	15 (46.9)
SINGLE	123 (53.7)	26 (72.2)	17 (53.1)
Total	229 (100)	36 (100)	32 (100)

X^2 = 4.435 with 2 df
Not Significant

Part H: Item 13 (I Would Take Another Independent Study Course)

STATUS	AGREE	NO OPINION	DISAGREE
MARRIED	98 (43.9)	14 (37.8)	16 (48.5)
SINGLE	125 (56.1)	23 (62.2)	17 (51.5)
Total	223 (100)	37 (100)	33 (100)

X^2 = 0.829 with 2 df
Not Significant

TABLE 20

College Class and Selected Evaluation Items

Part A: Item I (General Evaluation of Course)

CLASS	EXCELLENT or VERY GOOD	GOOD	Fair or POOR
FRESHMAN	10 (5.6)	4 (4.8)	3 (6.7)
SOPHOMORE	21 (11.8)	7 (8.4)	3 (6.7)
JUNIOR	20 (11.2)	9 (10.8)	5 (11.1)
SENIOR	97 (54.5)	47 (56.6)	24 (53.3)
GRAD. & UNCLASS.	30 (16.9)	16 (19.3)	10 (22.2)
Total	178 (100)	83 (100)	45 (100)

$X^2 = 2.143$ with 8 df
Not Significant

TABLE 20 (continued)

Part B: Item 2 (Availability of Reference Material)

CLASS	AGREE	NO OPINION	DISAGREE
FRESHMAN	9 (5.8)	3 (4.7)	1 (3.2)
SOPHOMORE	16 (10.4)	5 (7.8)	3 (9.7)
JUNIOR	16 (10.4)	9 (14.1)	2 (6.5)
SENIOR	86 (55.8)	39 (60.9)	17 (54.8)
GRAD. & UNCLASS.	27 (17.5)	8 (12.5)	8 (25.8)
Total	154 (100)	64 (100)	31 (100)

$X^2 = 4.283$ with 8 df
Not Significant

TABLE 20 (continued)

Part C: Item 7 (Instructor Answered Questions)

CLASS	AGREE	NO OPINION	DISAGREE
FRESHMAN	8 (4.2)	6 (12.0)	0 (0.0)
SOPHOMORE	15 (7.9)	7 (14.0)	3 (13.0)
JUNIOR	23 (12.0)	8 (16.0	1 (4.3)
SENIOR	114 (59.7)	23 (46.0)	13 (56.5)
GRAD. & UNCLASS.	31 (16.2)	6 (12.0)	6 (26.1)
Total	191 (100)	50 (100)	23 (100)

X^2 = 12.812 with 8 df
Not Significant

TABLE 20 (continued)

Part D: Item 8 (Instructor Made Suggestions for Improvement)

CLASS	AGREE	NO OPINION	DISAGREE
FRESHMAN	9 (5.2)	3 (6.0)	3 (7.7)
SOPHOMORE	14 (8.1)	4 (8.0)	6 (15.4)
JUNIOR	17 (9.9)	10 (20.0)	2 (5.1)
SENIOR	100 (58.1)	23 (46.0)	23 (59.0)
GRAD. & UNCLASS.	32 (18.6)	10 (20.0)	5 (12.8)
Total	172 (100)	50 (100)	39 (100)

$X^2 = 9.121$ with 8 df
Not Significant

TABLE 20 (continued)

Part E: Item 9 (I Would Recommend this Instructor)

CLASS	AGREE	NO OPINION	DISAGREE
FRESHMAN	12 (5.5)	2 (5.0)	2 (7.7)
SOPHOMORE	20 (9.1)	6 (15.0)	1 (3.8)
JUNIOR	21 (9.5)	6 (15.0)	3 (11.5)
SENIOR	132 (60.0)	18 (45.0)	12 (46.2)
GRAD. & UNCLASS.	35 (15.9)	8 (20.0)	8 (30.8)
Total	220 (100)	40 (100)	26 (100)

$X^2 = 8.329$ with 8 df
Not Significant

TABLE 20 (continued)

Part F: Item 11 (I Will Remember Course Content)

CLASS	AGREE	NO OPINION	DISAGREE
FRESHMAN	12 (5.4)	2 (6.7)	3 (7.3)
SOPHOMORE	26 (11.7)	3 (10.0)	1 (2.4)
JUNIOR	24 (10.8)	1 (3.3)	5 (12.2)
SENIOR	122 (54.7)	18 (60.0)	23 (56.1)
GRAD. & UNCLASS	39 (17.5)	6 (20.0)	9 (22.0)
Total	223 (100)	30 (100)	41 (100)

$X^2 = 5.333$ with 8 df

Not Significant

TABLE 20 (continued)

Part G: Item 12 (Course was as Thorough as an On-Campus Course)

CLASS	AGREE	NO OPINION	DISAGREE
FRESHMAN	13 (5.7)	2 (5.6)	2 (6.5)
SOPHOMORE	26 (11.4)	4 (11.1)	0 (0.0)
JUNIOR	20 (8.8)	4 (11.1)	6 (19.4)
SENIOR	126 (55.3)	21 (58.3)	18 (58.1)
GRAD. & UNCLASS.	43 (18.9)	5 (13.9)	5 (16.1)
Total	228 (100)	36 (100)	31 (100)

$X^2 = 7.169$ with 8 df
Not Significant

TABLE 20 (continued)

Part H: Item 13 (I Would Take Another Independent Study Course)

CLASS	AGREE	NO OPINION	DISAGREE
FRESHMAN	13 (5.9)	1 (2.7)	3 (9.1)
SOPHOMORE	22 (10.0)	2 (5.4)	4 (12.1)
JUNIOR	27 (12.2)	2 (5.4)	1 (3.0)
SENIOR	121 (54.8)	23 (62.2)	20 (60.6)
GRAD. & UNCLASS	38 (17.2)	9 (24.3)	5 (15.2)
Total	221 (100)	37 (100)	33 (100)

$X^2 = 6.967$ with 8 df
Not Sifnificant

TABLE 21

Number of Hours Employed and Selected Evaluation Items

N (%)

Part A: Item I (General Evaluation of Course)

NUMBER of HOURS	EXCELLENT or VERY GOOD	GOOD	FAIR or POOR
0-20	115 (63.2)	49 (55.7)	34 (73.9)
21-40	29 (15.9)	16 (18.2)	7 (15.2)
Over 40	38 (20.9)	23 (26.1)	5 (10.9)
Total	182 (100)	88 (100)	46 (100)

$X^2 = 5.225$ with 4 df
Not Significant

TABLE 21 (continued)

Part B: Item 2 (Availability of Reference Material)

NUMBER of HOURS	AGREE	NO OPINION	DISAGREE
0-20	100 (62.9)	41 (63.1)	24 (70.6)
21-40	25 (15.7)	9 (13.8)	4 (11.8)
Over 40	34 (21.4)	15 (23.1)	6 (17.6)
Total	159 (100)	65 (100)	34 (100)

$X^2 = 0.923$ with 4 df

Not Significant

TABLE 21 (continued)

Part C: Item 7 (Instructor Answered Questions)

NUMBER of HOURS	AGREE	NO OPINION	DISAGREE
0-20	129 (65.2)	28 (56.0)	16 (64.0)
21-40	31 (15.7)	6 (12.0)	6 (24.0)
Over 40	38 (19.2)	16 (32.0)	3 (12.0)
Total	198 (100)	50 (100)	25 (100)

$X^2 = 6.233$ with 4 df
Not Significant

TABLE 21 (continued)

Part D: Item 8 (Instructor Made Suggestions for Improvement)

NUMBER of HOURS	AGREE	NO OPINION	DISAGREE
0-20	112 (63.3)	34 (66.7)	27 (64.3)
21-40	29 (16.4)	3 (5.9)	6 (14.3)
Over 40	36 (20.3)	14 (27.5)	9 (21.4)
Total	177 (100)	51 (100)	42 (100)

$X^2 = 4.096$ with 4 df
Not Significant

TABLE 21 (continued)

Part E: Item 9 (I Would Recommend this Instructor)

NUMBER of HOURS	AGREE	NO OPINION	DISAGREE
0-20	147 (65.3)	22 (52.4)	15 (55.6)
21-40	32 (14.2)	9 (21.4)	5 (18.5)
Over 40	46 (20.4)	11 (26.2)	7 (25.9)
Total	225 (100)	42 (100)	27 (100)

$X^2 = 3.288$ with 4 df

Not Significant

TABLE 21 (continued)

Part F: Item 11 (I Will Remember Course Content)

NUMBER of HOURS	AGREE	NO OPINION	DISAGREE
0-20	147 (63.9)	19 (61.3)	20 (47.6)
21-40	35 (15.2)	6 (19.4)	11 (26.2)
Over 40	48 (20.9)	6 (19.4)	11 (26.2)
Total	230 (100)	31 (100)	42 (100)

$X^2 = 4.664$ with 4 df
Not Significant

TABLE 21 (continued)

Part G: Item 12 (Course was as Thorough as an On-Campus Course)

NUMBER of HOURS	AGREE	NO OPINION	DISAGREE
0-20	146 (62.1)	25 (67.6)	18 (54.5)
21-40	37 (15.7)	9 (24.3)	5 (15.2)
Over 40	52 (22.1)	3 (8.1)	10 (30.3)
Total	235 (100)	37 (100)	33 (100)

$X^2 = 6.295$ with 4 df

Not Significant

TABLE 21 (continued)

Part H: Item 13 (I Would Take Another Independent Study Course)

NUMBER of HOURS	AGREE	NO OPINION	DISAGREE
0-20	142 (62.6)	22 (56.4)	23 (67.6)
21-40	41 (18.1)	4 (10.3)	6 (17.6)
Over 40	44 (19.4)	13 (33.3)	5 (14.7)
Total	227 (100)	39 (100)	34 (100)

$X^2 = 5.371$ with 4 df

Not Significant

TABLE 22

Campus Location and Selected Evaluation Items

N (%)

Part A: Item 1 (General Evaluation of Course)

LOCATION	EXCELLENT or VERY GOOD	GOOD	FAIR or POOR
On-Campus	128 (70.3)	56 (63.6)	29 (63.0)
Off-Campus	54 (29.7)	32 (36.4)	17 (37.0)
Total	182 (100)	88 (100)	46 (100)

$X^2 = 1.676$ with 2 df

Not Significant

Part B: Item 2 (Availability of Reference Material)

LOCATION	AGREE	NO OPINION	DISAGREE
On-Campus	109 (68.6)	49 (75.4)	18 (59.9)
Off-Campus	50 (31.4)	16 (24.6)	16 (47.1)
Total	159 (100)	65 (100)	34 (100)

$X^2 = 5.208$ with 2 df

Not Significant

TABLE 22 (continued)

Part C: Item 7 (Instructor Answered Questions)

LOCATION	AGREE	NO OPINION	DISAGREE
On-Campus	132 (66.7)	35 (70.0)	17 (68.0)
Off-Campus	66 (33.3)	15 (30.0)	8 (32.0)
Total	198 (100)	50 (100)	25 (100)

$X^2 = 0.206$ with 2 df

Not Significant

Part D: Item 8 (Instructor Made Suggestions for Improvement)

LOCATION	AGREE	NO OPINION	DISAGREE
On-Campus	113 (63.8)	37 (72.5)	31 (73.8)
Off-Campus	64 (36.2)	14 (27.5)	11 (26.2)
Total	177 (100)	51 (100)	42 (100)

$X^2 = 2.391$ with 2 df

Not Significant

TABLE 22 (continued)

Part E: Item 9 (I Would Recommend This Instructor)

LOCATION	AGREE	NO OPINION	DISAGREE
On-Campus	154 (68.4)	26 (61.9)	17 (63.0)
Off-Campus	71 (31.6)	16 (38.1)	10 (37.0)
Total	225 (100)	42 (100)	27 (100)

$X^2 = 0.905$ with 2 df

Not Significant

Part F: Item 11 (I Will Remember Course Content)

LOCATION	AGREE	NO OPINION	DISAGREE
On-Campus	157 (68.3)	18 (58.1)	30 (71.4)
Off-Campus	73 (31.7)	13 (41.9)	12 (28.6)
Total	230 (100)	31 (100)	42 (100)

$X^2 = 1.615$ with 2 df

Not Significant

TABLE 22 (continued)

Part G: Item 12 (Course was as Thorough as an On-Campus Course)

LOCATION	AGREE	NO OPINION	DISAGREE
On-Campus	161 (68.5)	25 (67.6)	20 (60.6)
Off-Campus	74 (31.5)	12 (32.4)	13 (39.4)
Total	235 (100)	37 (100)	33 (100)

X^2 = 0.825 with 2 df

Not Significant

Part H: Item 13 (I Would Take Another Independent Study Course)

LOCATION	AGREE	NO OPINION	DISAGREE
On-Campus	152 (67.0)	26 (66.7)	25 (73.5)
Off-Campus	75 (33.0)	13 (33.3)	9 (26.5)
Total	227 (100)	39 (100)	34 (100)

X^2 = 0.604 with 2 df

Not Significant

APPENDIX III

Results of Questions on Administrative Matters

HOW DID YOU FIRST LEARN OF THE INDEPENDENT STUDY PROGRAM*

SCHOOL	I.S.P. Bulletin	Fellow Student	Campus Newspaper	College Counselor	Dept/Dean's Office	Advisor	H.S. Official	I.S.P. Student	Library	Other
1	4 9.5	12 28.6	1 2.4	3 7.1	2 4.8	0 0.0	0 0.0	15 35.7	0 0.0	5 11.9
2	8 25.8	4 12.9	0 0.0	4 12.9	2 6.5	4 12.9	0 0.0	5 16.1	0 0.0	4 12.9
3	7 18.4	4 10.5	0 0.0	4 10.5	6 15.8	5 13.2	0 0.0	7 18.4	0 0.0	5 13.2
4	3 16.7	3 16.7	0 0.0	3 16.7	1 5.6	2 11.1	0 0.0	2 11.1	0 0.0	4 22.2
5	3 9.4	10 31.3	0 0.0	7 21.9	2 6.3	2 6.3	0 0.0	3 9.4	0 0.0	5 15.6
6	6 17.1	5 14.3	1 2.9	8 22.9	1 2.9	5 14.3	0 0.0	4 11.4	0 0.0	5 14.3
7	6 22.2	6 22.2	0 0.0	1 3.7	1 3.7	3 11.1	1 3.7	5 18.5	0 0.0	4 14.8
8	9 13.1	10 25.6	0 0.0	4 10.3	3 7.7	1 2.6	1 2.6	5 12.8	0 0.0	6 15.4
9	14 37.8	8 21.6	2 5.4	1 2.7	0 0.0	1 2.7	0 0.0	7 18.9	1 2.7	3 8.3
TOTAL	60 20.1	61 20.4	4 1.3	35 11.7	18 6.0	23 7.6	2 0.7	54 18.1	1 0.3	41 13.7

* Veteran's Administration was listed on the questionnaire as a response; however from the entire sample, noone listed it as the source for first learning of Independent Study Programs. The response, therefore has been omitted from this table.

WERE YOU PLEASED WITH THE ASSISTANCE OFFERED BY THE INDEPENDENT STUDY OFFICE

SCHOOL	YES	NO
1	42 95.5	2 4.5
2	32 100.0	0 0.0
3	38 100.0	0 0.0
4	18 100.0	0 0.0
5	32 100.0	0 0.0
6	36 97.3	1 2.7
7	21 75.0	7 25.0
8	42 100.0	0 0.0
9	37 100.0	0 0.0
TOTAL	298 96.8	10 3.2

APPENDIX IV

Evaluation Questionnaire and Student Data Sheet

NOTE: Identification of University of Kentucky as developer and distributer of the evaluation forms and data sheets was was avoided by substituting "this university" where appropriate.

NOTE: Items starred are those used for analysis. (Items were not starred on actual questionnaire.)

COURSE EVALUATION QUESTIONNAIRE

Office of Independent Study

We are constantly concerned with, and trying to further improve the quality of instruction offered by the Office of Independent Study. For this reason we would greatly appreciate your comments on this questionnaire.

Although we would like to have your name, our primary purpose is to find out how you feel about the course you have just completed. Please be assured that only your comments, not your identity, would be passed along to the instructor, and then only after the final grade(s) had been turned in.

Thank you for your help in our efforts to improve the service we provide.

PLEASE COMPLETE ALL FOUR PAGES

(1) Name (Optional) _____

(2) Course Title _____

(3) Course Number _____

** (4) General Evaluation of the Course (circle appropriate number):

Excellent	Very Good	Good	Fair	Poor
5	4	3	2	1

METHODS

6 -- Strongly Agree 4 -- No Change/Opinion 2 -- Strongly Disagree
5 -- Agree Generally 3 -- Disagree Generally 1 -- Does Not Apply

To improve the methods of instruction in this course I would suggest more use of:

(5)	essay questions	6	5	4	3	2	1
(6)	objective questions	6	5	4	3	2	1
(7)	reference material	6	5	4	3	2	1
(8)	supplementary material	6	5	4	3	2	1
(9)	research papers	6	5	4	3	2	1
(10)	quizzes and examinations	6	5	4	3	2	1
(11)	films, charts, records, and other audio/visual aids	6	5	4	3	2	1
(12)	application excercises	6	5	4	3	2	1
(13)	field trips, projects, etc.	6	5	4	3	2	1

CONTINUED ON NEXT PAGE

** (14)	The reference material for this course was generally available to me	6	5	4	3	2	1
** (15)	The supplementary material suggested by the study guide was generally available to me	6	5	4	3	2	1

Please make any additional comments on the methods of instruction below.

EVALUATION (TEST) PROCEDURES

** (16)	The exam questions accurately reflected the material I had studied, therefore I thought the questions were fair	6	5	4	3	2	1
(17)	The exam questions were clearly stated and easy to understand	6	5	4	3	2	1
** (18)	There was consistency between the lesson assigrments and the exam questions	6	5	4	3	2	1
(19)	I had no trouble finishing the exam in the allotted time	6	5	4	3	2	1
(20)	In this course I would recommend more weight on lesson grades	6	5	4	3	2	1
(21)	In this course I would recommend more weight on the final examination	6	5	4	3	2	1
(22)	In this course I would suggestion more time be allotted for the final exam	6	5	4	3	2	1

Please make any additional comments on the evaluation procedures below.

INSTRUCTOR

** (23)	The instructor returned lessons to me in a reasonable length of time	6	5	4	3	2	1
** (24)	The instructor always responded in a satisfactory manner to the questions I asked	6	5	4	3	2	1
** (25)	I received suggestions from the instructor on how I might improve my work	6	5	4	3	2	1

CONTINUED ON NEXT PAGE

**	(26) I would recommend this instructor to other Independent Study students	6	5	4	3	2	1

Please make any additional comments about the instructor below.

COURSE CONTENT

	(27) I found the cost of the text(s) used for this course generally affordable	6	5	4	3	2	1
	(28) The course text(s) and content were relevant to my interests	6	5	4	3	2	1
	(29) The syllabus and study guide for this course were helpful in understanding the material	6	5	4	3	2	1
**	(30) The lesson requirements for this course were clearly stated and easy to understand	6	5	4	3	2	1
	(31) The course content contributed to my knowledge and understanding of the subject	6	5	4	3	2	1
**	(32) I remember the course content at least as well as if I had taken an on-campus course on the subject	6	5	4	3	2	1
**	(33) I found the course to be at least as thorough as an on-campus course	6	5	4	3	2	1
	(34) The course required at least as much self-discipline as regular class instruction	6	5	4	3	2	1
**	(35) I would take another course through the Independent Study Program at this university.	6	5	4	3	2	1
	(36) I would take another course from the same instructor	6	5	4	3	2	1
	(37) I would take another course on this same general topic	6	5	4	3	2	1

Please make any additional comments about the course content below.

CONTINUED ON NEXT PAGE

GENERAL

** I first learned of the Independent Study Program from:
(Check most applicable item only)

(38)___ Independent Study Program Bulletin
(39)___ Fellow campus student
(40)___ Campus Newspaper
(41)___ College Counselor
(42)___ Department or Dean's Office
(43)___ Academic advisor
(44)___ High school administrator (counselor, principal, etc.)
(45)___ Student who had taken an Independent Study course
(46)___ Veteran's Administration
(47)___ Library
(48)___ Other (Please specify)_____

** Were you satisfied with the assistance offered by the Independent Study Office staff with enrollment, answering questions, assisting with the final examination, and the like?

(49)___ Yes

(50)___ No

If no, what problems did you encounter?

(51) The best thing about this course was:

(52) The worst thing about this course was:

(53) Additional courses I would like to see offered are:

(54) Any additional comments you may have may be written here. Please be candid.

(55) What grade do you expect to receive in this course?

A	B	C	D	E
5	4	3	2	1

(56) How well does this form give you an opportunity to evaluate this course?

Excellent	Very Good	Good	Fair	Poor
5	4	3	2	1

REFERENCES

Childs, G. "Review of Research in Correspondence Study," in Charles Wedemeyer's The Brandenberg Memorial Essays in Correspondence Instruction. ERIC, 1966.

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Heimstra, R. Lifelong Learning. Lincoln: Professional Educators Publishing Co., 1976.

MacKenzie, O., et. al. Correspondence Instruction in the United States. New York: McGraw-Hill Publishing Company, Inc., 1968.

Penland, Patricia R. "Self-Paced Learning in America." Paper presented to the Adult Education Research Conference (San Antonia, TX, April 5-7, 1978).

Powell, Elizabeth. "Who are the Correspondence Students at Georgia?" Paper presented at the meeting of the National University Extension Association, Division of Correspondence Study (Albuquerque, NM, July, 1966).

Reedy, Charles H. Personality Characteristics of Students in Correspondence Study Courses. Ed.D. Dissertation, University Kentucky, Lexington, 1971.

Tough, A. Major Learning Efforts: Recent Research and Future Directions. Toronto: The Ontario Institute for Studies in Education, 1977.

STUDENT'S PERSONAL RECORD

Date of Enrollment _____ Instructor _____

This course must be completed within one year from the date of enrollment, including the writing of the final examination. **Time extensions are not granted.**

Record of Assignments

	Date Submitted	Date Returned	Grade
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			

	Date Submitted	Date Returned	Grade
21.			
22.			
23.			
24.			
25.			
26.			
27.			
28.			
29.			
30.			
31.			
32.			
33.			
34.			
35.			
36.			
37.			
38.			
39.			
40.			

Date Completed _____ Examination Grade ____ Final Grade ____ Credit ____